Revisiting Guided Reading

in the classroom

To access guided reading support notes visit:

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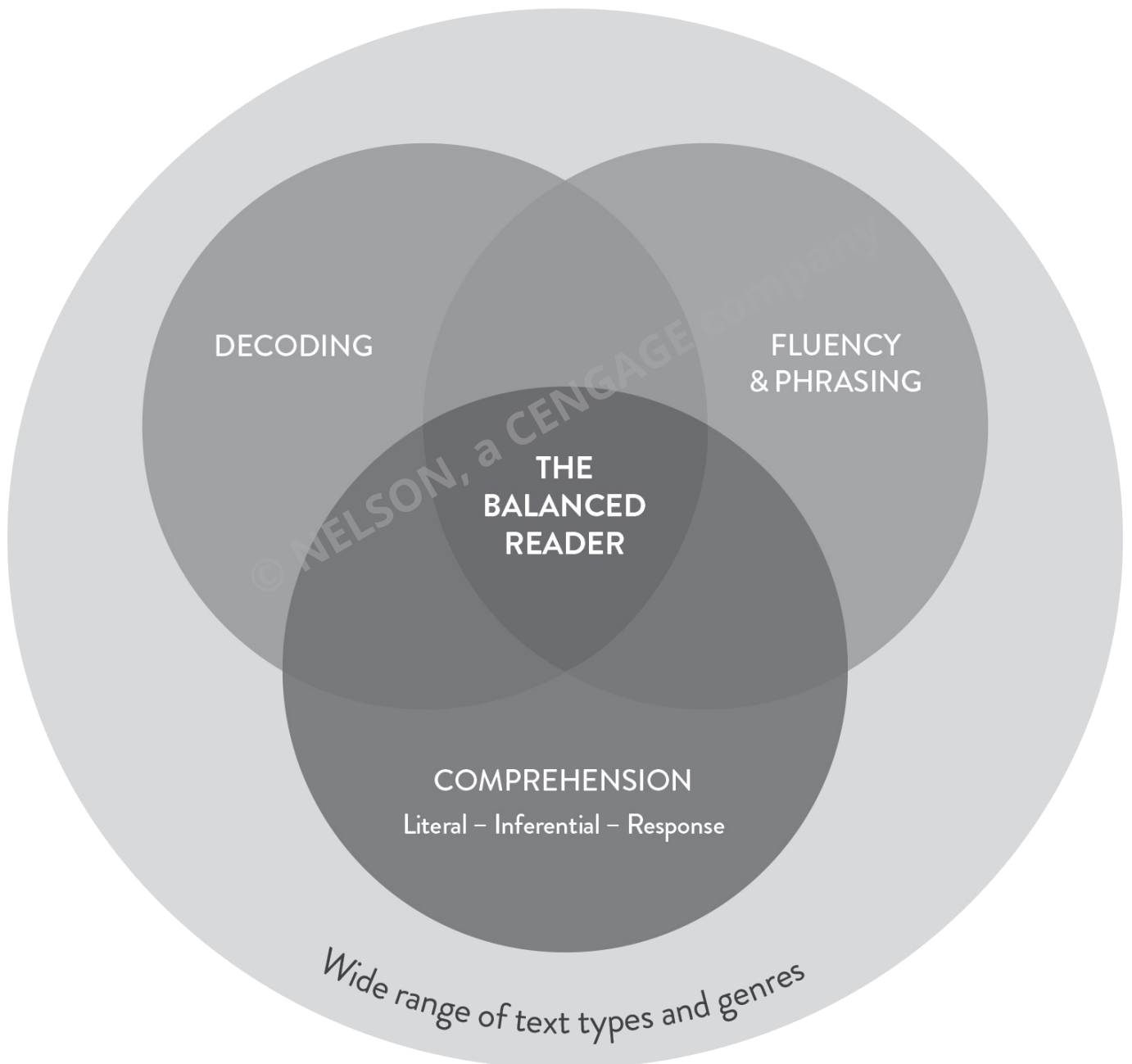Mobile 0434 077 553
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Guided Reading is

… the right book

… in the hands
of the right child

…at the right time

The Balanced Reader

DECODING

FLUENCY
& PHRASING

THE
BALANCED
READER

COMPREHENSION
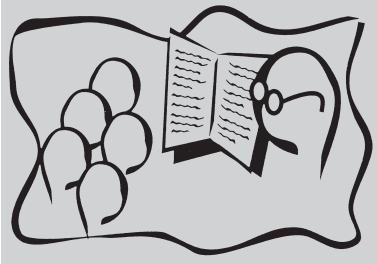
Literal – Inferential – Response

Wide range of text types and genres

Teaching strategies for reading

Effective reading programs use a balance of modelled, guided and independent strategies to support and extend student learning.

Modelled and Shared Reading   *(to the student-learner)*

In modelled reading situations teachers demonstrate reading strategies by sharing the reading process with students.

In modelled reading situations:

Teachers – read to, show, demonstrate, explain, instruct and interpret student responses
Students – watch, engage, listen, follow, share, question and participate

Guided Reading   *(with the student-learner)*

In guided reading situations teachers work with one student or a small group of students to read and learn about text.

In guided reading situations:

Teachers – support, prompt, guide, question, scaffold, observe, instruct, make inferences about further reading, assess and record
Students – try, explore, problem-solve, experiment, take risks, approximate, predict, self-correct and practise

Independent Reading   *(by the student-learner)*

In independent reading situations teachers construct conditions for students to read, explore and respond to text independently.

In independent reading situations:

Teachers – construct, encourage, respond, question, observe and record
Students – initiate, select, use, control, practise, consider, discuss, evaluate, justify and record

Guided reading at a glance

Effective reading programs use a balance of modelled, guided and independent strategies to support and extend student learning.

Before Guided Reading
- Group students according to similar learning needs
- Identify students who may need individual guided reading
- Prepare a guided reading record
- Match each student to a guided reading level
- Select texts for each guided reading group
- Prepare a suitable area for the guided reading lesson
- Ensure that the rest of the class is working purposefully
- Arrange for school support personnel or volunteers to work in the room

Orientation to the text
- Re-read known text
- Introduce the new text
- Discuss cover, title, author
- Talk about the topic of the text to activate student's background knowledge
- Discuss the purpose of the text and what type of text it might be
- Focus on any potentially difficult words in the title e.g. *elephant*
- Ask students to make predictions about the text

Reading the text
- Read the title page together
- Have students read in turn. Prompt if necessary
- Monitor and support each student's reading
- Make notes on each student as he or she reads
- Pause to discuss events, characters, information and illustrations
- Highlight particular reading strategies and show students how to use these in their reading

Working with the text
- With each group focus on specific teaching points e.g.:
  - sight words
  - concepts of print
  - graphological/phonological knowledge
  - grammatical knowledge
  - vocabulary knowledge
  - understanding of literal meanings in the text
- Work with each group to help them take on particular roles as a reader e.g.:
  - code-breaker role: show students how to use their knowledge of meanings, grammar and sound/letter relationships to work out unknown words
  - text-participant role: talk with students about the meanings in the text
  - text-user role: talk with students about the type of text they are reading and how it might be used in situations outside the classroom
  - text-analyst role: talk with students about the author's purpose in writing the text

After the guided reading
- Engage students in activities to reinforce the particular teaching points of the day e.g. sound/letter matching, sequencing of sections from the text
- Encourage students to re-read the text in pairs or independently

Modelled and shared reading at a glance

Effective reading programs use a balance of modelled, guided and independent strategies to support and extend student learning.

Before the modelled reading
- Select an appropriate text
- Build student's topic knowledge by e.g. a video or an excursion
- Prepare for the reading
- Prepare appropriate reading activities

Orientation to the text
- Introduce the text and talk about its content
- Discuss the cover, title, author
- Revise topic knowledge and ask what this text might be about
- Discuss the purpose of the text and what type of text it might be
- Make predictions about the text

Reading the text
- Lead students through the text with print masked. Discuss illustrations and make predictions, or
- Read the text
- Pause frequently to discuss events, characters, information and to make and confirm predictions

Working with text
Select from the following:
- Demonstrate a specific reading strategy e.g. self-correcting
- Focus on grammatical knowledge e.g. past tense verbs in narrative
- Focus on word meanings e.g. *huge*
- Focus on sight words e.g. high frequency words such as *were*
- Focus on sound/letter knowledge e.g. *sh*
- Focus on punctuation e.g. inverted commas for direct speech
- Focus on literal and inferential meanings in the text

Re-reading the text
- Re-read the text with students participating e.g. reading the speech in the inverted commas, joining in a repeated refrain
- Demonstrate phrased and fluent reading and have students practise

After the modelled reading
- Link each student's guided reading to the specific aspect you treated in "working with the text"
- Use this text for guided and/or independent reading for some students, if at the appropriate level
- Engage students in appropriate reading activities

Independent reading at a glance

Before independent reading

- Select a range of suitable texts
- Display the texts in the classroom
- Ensure each student is matched to an independent reading level and knows how to select books
- Provide an independent reading record sheet to be completed by you or by the student

Selecting books

- Explain the procedure for selecting books
- Allow time for students to select their books
- Assist students who need help
- Distribute a record sheet and explain how to complete it

Independent reading

- Allow time for students to read
- Use this time to take one or more guided reading groups
- Remind students to complete their independent reading record

Response to reading

- Group students into twos or threes
- Indicate one or more ways that they can share their response to the book they have read
- Allow time for response

After independent reading

- Talk to students about their reading
- Remember to add new books to the independent reading selection from time to time

Features of Text Types

Text Type		Purpose	General Structure	Grammatical features
Persuasive	**Discussion**	To examine issues from more than one perspective	• Statement outlining the issue • Arguments for and against • A conclusion	• use of thinking verbs e.g. *feel, believe, hope* • use of connectives e.g. *on the other hand, however*
	Response	To respond to a visual, written or performed work	• Context of artistic work • Description of artistic work • Judgement	• words that express judgements e.g. *impressive, bright, dull* • descriptive language
	Exposition	To persuade by arguing one side of an issue	• Macro sentence • Statement of Position • Arguments • Reinforcement of Position	• words that qualify e.g. *usually, probably* • words that link arguments e.g. *firstly, secondly, another reason*
Imaginative / **Informative**	**Report**	To classify and/or describe	• General Statement or classification • Description	• technical language, nouns/adjectives e.g. *volcano, eruption* • simple present tense verbs e.g. *is, are, has, have* • generalised terms e.g. *families* vs *my family, the Smiths*
	Procedure	To instruct someone on how to do something	• Aim • Materials • Steps (numbered)	• verbs usually at the beginning of each instruction e.g. *put, cut, run* • words or groups of words that tell us how, when, where, with whom e.g *until fully blended*
	Explanation (factual-Informative literary-imaginative)	To explain how or why something occurs	• Phenomenon identification • Explanation sequence	• technical language e.g. *volcano, eruption* • use of words to establish cause and effect sequences e.g. *because, as a result of*, to establish cause/effect sequences • use of time connectives e.g. *firstly, secondly, finally*
	Recount (factual-Informative literary-imaginative)	To retell a series of events	• Orientation • Series of events sequenced in time • Reorientation	• descriptive language (adjectives) • past tense verbs e.g. *was, were, had* • time words to connect events e.g *firstly, secondly, finally* • words which tell us where, when, with whom, how
	Description (factual-Informative literary-imaginative) *This text type is often embedded within other texts	To describe the characteristics or features of a thing or a phenomenon	• Introduction to the subject of the description • Characteristic features of the subject e.g. *physical appearance, qualities, behaviour, significant attributes*	• particular nouns • variety of adjectives – shape, size, colour, number, texture • action verbs e.g. *jumped, escaped* • figurative language such as similes e.g. *as big as a house* and metaphors e.g *the instructor barked commands,* etc.
	Narrative	To entertain, amuse or instruct	• Orientation • Complication • Series of events • Resolution • Coda (optional)	• usually specific participants • time words used to connect events e.g. *firstly, secondly, finally* • action words predominate in complication and resolution e.g. *jumped, escaped* • noun groups important in describing characters and settings e.g. *many old men*

Characteristics of Books at PM Literacy Stages

Emergent (PM Levels 1–5)
Introduces concepts about print
Consistent placement of print
Introduces and reinforces 50 high-frequency words
Introduces oral language structures
Content reflects objects and actions familiar to 5 and 6 year olds
Illustrations provide high support
At PM Levels 1 and 2, repetition of one to two sentence patterns with one to two word changes
At PM Levels 3 to 5, introduces simple narrative structures

Early (PM Levels 6–14)
Varied placement of print
Introduces and reinforces 250 high-frequency words
Oral language, traditional story and introduction of non-fiction structures
Content reflects objects and actions familiar to 6 and 6.5 year olds
Illustrations provide high support
Six to eight lines of text per page

Developing (PM Levels 15–19)
Reinforces most high-frequency words

Increased emphasis on non-fiction structures and more complex narrative structures such as the introduction of chapters

Content reflects broader concepts appropriate for 6.5–8 year olds

Introduction of different fiction and non-fiction text types

Illustrations provide moderate support

Consolidating (PM Levels 20–24)
High-frequency words established

Continuing emphasis on non-fiction structures and more complex narrative structures such as the inclusion of specialised vocabulary, glossaries and indexes

Content reflects broader concepts appropriate for 8–9 year olds

Continued focus on different fiction and non-fiction text types

Illustrations provide moderate to low support

Extending (PM Levels 25–30)
Increased word count (up to 10,000 words) and page length (up to 64 pages)

Inclusion of different genres such as historical fiction, science fiction, poetry as well as complex non-fiction texts with a vast range of non-fiction features such as maps and timelines

Sophisticated layouts, illustrations and designs

Content reflects concepts and interests of 9–12 year olds

Illustrations provide low support

Reading Record Conventions

Reading behaviour	How to notate	Example
Accurate reading	Tick above each word.	✓ ✓ ✓ ✓ ✓ Mum walked to the shops.
Substitutions	Write the substitution above the word.	✓ _ran_ ✓ ✓ ✓ Mum walked to the shops.
Insertions	Write the inserted word above a caret (^).	✓ ✓ ✓ ✓ _big_ ✓ Mum walked to the ^ shops.
Omissions	Put a dash above the omitted word.	✓ ✓ _ ✓ ✓ Mum walked to the shops.
Repetitions	Write R above the repeated word.	✓ ✓R ✓ ✓ ✓ Mum walked to the shops.
Multiple repetitions	Write R above the words and use an arrow or bracket to indicate what words or word groups were repeated.	✓ ✓ R✓ ✓ ✓ Mum walked to the shops.
Self-corrections	Write SC above the word.	✓ _ran_ | SC ✓ ✓ ✓ Mum walked | to the shops.
Asked for help	Write A above the word.	✓ ✓ ✓ ✓ _A_ Mum walked to the shops.
Educator requested student to try reading the word again	Write TTA above the word.	↘ ✓ ✓ ✓ ✓ ⫸→ Mum walked to the shops. _TTA_
Told student the word	Write T above the word.	✓ _T_ ✓ ✓ ✓ Mum walked | to the shops.
Multiple attempts	Record all attempts above the word and separate each attempt with a vertical line.	_ran_ | _jumped_ ✓ _walked_ ✓ ✓ ✓ Mum walked to the shops.

Reading Record Conventions

Accurate reading	✓ ✓ ✓		Insertion	$\dfrac{little}{-}$
Substitution	$\dfrac{went}{want}$ $\left(\dfrac{child}{text}\right)$		Told (T)	$\dfrac{}{thought}\Big\vert T$
Repetition (R)	R or ✓✓R		Appeal (A)	$\dfrac{}{sometimes}\Big\vert A$
Self–correction (SC)	$\dfrac{went}{want}\Big\vert SC$		TTA	
			Try that again	[TTA]
Omission	$\dfrac{-}{Very}$			

Determining the Level of Text

Error Rate	Percent Accuracy	
1 : 200	99.50	
1 : 100	99	
1 : 50	98	
1 : 35	97	
1 : 25	96	
1 : 20	95	
1 : 17	94	Instructional Level
1 : 14	93	
1 : 12.5	92	
1 : 11.75	91	
1 : 10	90	
1 : 9	89	
1 : 8	87.5	
1 : 7	85.5	
1 : 6	83	
1 : 5	80	
1 : 4	75	
1 : 3	66	
1 : 2	50	

Calculations

RW = Running Words

E = Errors

SC = Self Corrections

Error Rate

$$\dfrac{Running\ words}{Errors}$$

$$eg\ \dfrac{150}{15} = Ratio\ 1 : 10$$

Accuracy

$$100 - \dfrac{E}{RW} \times \dfrac{100}{1}$$

$$100 - \dfrac{15}{150} \times \dfrac{100\%}{1}$$

$$= 90\%$$

Self-Correction Rate

$$\dfrac{E + SC}{SC}$$

$$\dfrac{15 + 5}{5} = Ratio\ 1 : 4$$

Reading Record Sheet

Name: _Kylie Jones_____ Date:_____ Age:_____

Book Level:_Ext._____

Score:_____ : 185   Error Rate:_____   Accuracy:_____

Self Corrections:_____

M	Meaning – Semantic Processing
S	Structure – Grammatical Processing
V	Visual – Graphological Processing

Title: The Boy With Two Shadows	Errors	S/C	Cues
There was once a little boy who took great care of his shadow. He was quite a careful little boy with buttons and shoes and all the odd pieces. But most especially he was careful with his shadow because he knew he had only one, and it had to last him all his life. He always tried to manage things so that his shadow didn't trail in the dust. If he just couldn't keep it out of the dust he hurried to get to a clean place for it. The boy took such care of this shadow that a witch noticed it. She stopped the boy on his way home from school. "I've been watching you," she said. "I like the way you look after your shadow." "I don't want to wear it out, " said the boy. "It's the only one I've got." "True! True!" said the witch approvingly. "Always look after your shadow! Now, I want someone reliable to look after my shadow while I'm away on holiday. You know what a nuisance a shadow can be when you're trying to have a good time."			

Three Sources of Information

Participants responses to the major components of the three sources of information

Meaning	Visual
Searching for meaning	Looking at words
Gaining understanding	Beginnings/endings
Real world knowledge	Blends, sound patterns, structure of words
Past experience	Decoding/word attack skills
Prior knowledge and understanding	Sound/letter relationship
Interest specific topics	Relationship between letters and words
Layers of meaning	Parts of words
Making links with what is already known	Syllabification
Known words e.g. key words, sight words, vocabulary	How the word looks
Concepts	Concepts about print
	Knowledge of sight words
	Hearing sounds in words
	Breaking words into "chunks"
	Stretching words and pushing back together
	Phonemic awareness
	Using knowledge of sound/words to generate other words
	Word building
	Using sounds to articulate words
	Words that sound alike
	Sound/letter relationship

Structure	
Sentence structure	
Punctuation	
Grammar – nouns, verbs, adjectives	
Tense agreement	
Knowledge of pronouns	
Plural/singular	
Agreement of noun/verb	
Text layout	
Punctuation	

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Visible and Invisible Actions taken by the Readers

Meaning (Semantic)	Structure (Syntactic)	Visual Information (Graphophonic)
• Asking "does it make sense?" • Introduce a word that is often used in texts. • Select a sentence from the text and ask students to supply a similar (synonym) word. • What word would fit the sentence? • Restate what was read and lead thinking about the sense of the sentence. • Prior to reading, write a few sentences about the text on the board. • Read on to the end of the sentence. Can you put the sentence into your own words? Go back and read the sentence again. • Cover some words in the text with removable tape. Have student peel back the tape and ask others to indicate why or why not their suggested words belong there. • When students make an error reading aloud, have them identify the error and then reread that part of the text. • Oral cloze. Read the sentence to the student, leaving our meaning carrying (semantic) words. Accept any contributions from the student which makes sense. (Praise them for this) • Read a sentence to students but replace a word with an inappropriate word. • Make a deliberate error when reading the text then have students identify the error. • Select a word from the text that has multiple meanings and discuss what word meaning best fits the sentence. • Read a sentence from the text but jumble the words. Ask students to indicate how it should be read. • Have students retell the text. • The unknown word may not be in the student's spoken vocabulary. Encourage meaningful substitutes. • Write a sentence from the text onto paper and cut it into word groups. Shuffle the word groups and ask students to put them back in the correct order so that the sentence makes sense. • Bionic person trick. Cover the word and ask them to predict. • Have students complete partially completed graphic organiser to highlight the order of events in the text. • Help the student select a schema which might provide relevant ideas. • "Remember when you…?" • Select an illustration or photo from the text and ask students to write captions for it on adhesive notes.	• Asking "does it sound like real language?" • "Would you say that?" (comparing it with spoken language) • Oral cloze-read the sentence(s) to the student leaving our structure words. Accept contributions from the student which maintain language structure (and of course meaning). Fred park ⎵ the car. ⎵ did not see ⎵ parking warden approaching. She ⎵ stopped, took out her pen, wrote on ⎵ pad, "You used to be my teacher". • Orally provide three words to fill a space in a sentence from the text and ask students why their selected word fits the grammar and meaning of the sentence. • Provide students with words from the text and have them sort the words using any of the above categories. • Bionic person trick- "What words would fit?" • Can your put the sentence into your own words? • "Leave it out-read to the end of the sentence-come back and read the sentence again." • The unknown word may be difficult to predict because of the sentence structure. The language pattern may not be natural language. (Typical of text books, non-fiction, etc.) • "Stockpile" words which would fit the structure. *Mother cat* **was** *asleep*. *Mother cat* **is** *dreaming about* food. *She* **was/is/wasn't/isn't** *thinking of Pussy* • Alternatives-The student chooses the most appropriate word from the alternatives given. (It is useful to challenge the student sometimes and ask why a particular word was chosen)	• What makes sense, fits the language structure and begins with "b"? • Give two or three aurally similar words to complete a sentence and ask students why their selected word fits the meaning of the sentence. • Cut two L-shaped pieces of card so they can be used to frame single words for study. • Use analogy to support students' word identification. • Focus on a word from the text that students often mistake for a word with a similar meaning or appearance. • "I spy" is a good means of focusing on predictions starting with a particular letter. • Cover initial letters or blends with removable tape. • Choose a word from the text and make lists of words that start with the same consonant blend. • Oral Cloze-giving some letter information about the missing word (s). e.g. The cat caught the b_ _ _, as it flew back into its n_ _ t. • Have students put out a counter each time a nominated blend, diagraph or trigraph is located in the text. • Take a final blend from a word in the text and use it to make other words. • If the student is predicting but not attending to the end of the word, give the last letters of the missing word. e.g. The cat caught the _ _ _d. • Select a word from the text and then say aloud another word with just one letter that is different. Ask students to indicate the new word and what it means.

Visible and Invisible Actions taken by the Readers (cont)

Meaning (Semantic)	Structure (Syntactic)	Visual Information (Graphophonic)
- Recap the text up to this point. What has happened so far? What do you think might happen next? Now let's read the sentence again. - Copy a few pages from the text and cut the pages into sections. Ask students to arrange them in a logical order. This can be done prior to, or after, reading text. - Divide the group into two and ask half of the group to read half of the text aloud. "Stockpile". As a means of getting the student to realise that lots of predictions can make sense, practice "stockpiling". The cat crept up to the <table><tr><td>fence</td><td>bird</td><td>leaf</td></tr><tr><td>tree</td><td>dog</td><td>mouse</td></tr></table> - As a variation on the above, you could provide alternatives and your student chooses the most appropriate word. - Role reversal – you make semantic errors and your student corrects these. - Have students place adhesive notes on parts of the text where they find connections between their own experiences and characters' behaviours, or something they are reminded of. - Have students compare different versions of the same story or poem. - Ask students to retell the text from the viewpoint of a particular character. Select a character from the text and change the gender. Have students discuss the difference that this change (if any) makes to the text. - Have students write dialogue in speech bubbles and attach them to the illustrations and photos. - Ask students to supply alternative endings to the text.	- Bilingual students may have additional predicting difficulties due to the language interference of their first language. - Role reversal – you make syntactic errors and your student corrects. - Select a longer word from the text and ask students to identify the root word. **Affixes: Prefixes and suffixes** - Give students a list of words from the text containing prefixes and suffixes. - Select a word from the text. Use a diagram to show how the addition of a prefix and/or a suffix can alter the meaning of the word. - Select a sentence from the text but omit suffixes when you read it to the group. - Use magnetic letters, letter cards or letter tiles to construct and deconstruct words with suffixes and prefixes. - Write a root word from the text onto a piece of card. - Read a text to students but omit some inflectional endings. Ask students to supply endings that make sense. - Give a root word and ask students to supply the comparative and superlative. - Select contractions from the text and ask students to supply the two words. - Select two words from the text and ask students to supply the contraction. - Select part of the text in which there is an apostrophe of possession. Ask students to restate it using the longer form. - Select a few words from the text and have students practise counting the syllables in each one. - Select words from the text and ask students to hold up as many fingers as there are syllables. - Select a word from the text and have students give the word a different tense.	- If the attention to the middle of a word is causing concern, focus on appropriate graphic information about the middle of the word. e.g. The cat caught the _ ir_. - Poems, jingles, songs etc (with rhyming words) are ideal for predicting. e.g. "One, two, three, four, Who's that knocking at my _ _ _ _?" - Focus on rhyming words. (There is evidence to suggest that failing readers have less ability to give words which rhyme). Ask your student to point out words which rhyme. - Give words which rhyme with an unknown word as an added cue. e.g. "The kitten caught a *house*." Student provides a rhyming word that makes sense. - Select two visually similar words in the text. Discuss pronunciation and meaning. Ask students how they can remember the difference. - Role reversal – you make graphophonic errors and your students correct. - Give students a word from the text with more than one correct pronunciation or meaning. Discuss. - Write a selection of words from the text onto slips of paper. Have students work in pairs to put into word families / spelling groups / find synonyms / antonyms etc. - Select a longer word from the text and write each letter on a separate piece of card. You may choose to provide opportunities to identify real and non-words.

Guided Reading

Group: _____

Students: _____

Date	Text	Text Level	Text Type	Teaching Points	Future Teaching Points

Using a Reading Record Effectively

Much has been written about the taking, scoring, and analysis of reading records. However, if a reading record is to be used effectively it must be closely linked to our view of the reading process.

The theme of this chapter is using all of the information in a reading record to maximise our understanding of what a child is doing as he or she reads.

Levels of Reading Record Analysis

There is an incredible diversity in this area, ranging from those teachers who do not take reading records (because the children have already learned to read!) to those that spend tedious hours analysing every minute detail. In effect, some teachers are confusing process with product.

First Level Analysis

At the lower end of the scale, reading records are taken on the entire class over various levels of text material to determine ability groups. In essence, the teacher looks at the accuracy rates on specifically levelled texts and groups children on this basis.

Assumed Advantages

1 Children of assumed similar ability can be grouped together for instruction.

2 Suitable text material can be used with a particular group.

3 Teaching points can be geared to the needs of a group.

Real Disadvantages

1 Present performance doesn't always indicate ability.

2 Children grouped this way can be using very different processing systems.

3 Children tend to remain in their original group.

Second Level Analysis

The next step up is to go beyond a simple mathematical calculation and look at cues used. This is a fairly high level of analysis where the teacher asks questions about why the child made the substitution she did or what led to the correction. Generally, teachers wish to know:

Did the error make sense?

Did the error maintain syntax?

Did the substitution look similar to the right word?

These are excellent questions and can give us a good insight into what the child is trying to do. However, without reference back to the reading process, some inappropriate assumptions or practices are tempting.

Third Level Analysis

This is probably the highest and most productive form of analysis. It requires us to go beyond mere cue use and to look closely at reading behaviours and what they mean in terms of our knowledge of the reading process. It requires us to ask not only what cues were being used and what cues were being neglected, but how the child was using them, and whether the child was actively checking on predictions. Did the child re-read to confirm or to pick up more information? In short, what strategies was this child using?

High-Frequency Words

Students should be exposed to these words frequently and become competent readers and users of these words in text and in isolation.

Top 12 – 1/4 of all reading											
a		and		he		I		in		is	
it		of		that		to		was		the	

Top 20 – 1/3 of all reading											
all		as		at		be		but		are	
for		had		have		him		his		not	
on		one		said		so		they		we	
with		you		your							

Top 72 – 1/2 of all reading											
about		an		back		been		before		big	
by		call		called		came		can		come	
could		did		do		down		each		first	
does		from		get		go		has		her	
here		if		into		just		like		little	
look		made		make		more		me		must	
much		my		no		new		now		off	
old		only		or		our		other		out	
over		people		place		right		see		she	
some		something		their		then		there		this	
two		up		want		well		went		were	
what		when		where		which		who		will	

Most Commonly Used Words											
after		again		always		am		another		any	
around		ask		away		bad		because		best	
between		bird		black		blue		boy		bring	
cat		called		day		different		dog		don't	
even		every		far		fast		father		fell	
fly		four		found		gave		girl		give	
going		good		got		great		green		hand	
have		head		help		home		house		how	
it's		jump		keep		know		last		left	
let		live		long		looked		man		many	
may		men		most		mother		Mr		once	
open		own		part		play		played		place	
put		ran		read		red		room		round	
run		sat		same		saw		sat		school	
should		sing		sit		soon		step		take	
tell		than		these		thing		think		three	
time		too		tree		under		us		very	
write		walk		white		why		wish		work	
would		year									

Reading Record

PM Benchmark

Level 28

Reading Record

Name: _____ Age: _____ Date: _____

Text: _____Mount Saint Helens Blows Its Top_____ Level: ___28___ R. W: ___218___

Accuracy: _____ S.C. Rate: _____

	E	S.C.	Errors MSV	Self corrections MSV
Mount Saint Helens erupted at 8.39 a.m. this ~~the~~ morning. First came two earthquakes. ~~e-a~~ Then the top of the 9,577 foot volcano exploded. ~~explodes~~ The whole ~~w-h~~ of the north side blew ~~broke~~ away, leaving a crater two ~~hole~~ miles long and one mile wide. The great roar was heard 200 miles away. Smoke and burning ash billowed ~~shot~~ out at great speed. It smothered ~~smoothed~~ the north side of the mountain, and then more ash ~~smoke~~ shot 60,000 feet (ten miles) into ~~to~~ the sky. The black sooty cloud is being blown across Washington ~~Was~~ State, towards Montana in the east. Some towns in its path are in ~~near it~~ near darkness, covered by a gritty ~~g-r-i~~ blanket of falling ash. The cloud may reach New York. At least ~~many~~ eight people lost their lives as they fled landslides and fires in a river ~~rough~~ valley on the north side of the volcano. Some died at ~~in~~ a logging camp where trucks were pushed ~~driven~~ around like toys, as boulders ~~b-o-u~~ mud, water, ash, and logs swept down from the mountain. Fears are held for the safety of Harry R Truman, aged 84, who refused ~~r-e-f~~ to leave his home when the volcano became active seven weeks ago. His cabin ~~house~~ at Spirit Lake, five miles from the summit ~~s-u-m~~ was in the path of the eruption ~~e-r-u-p~~ Some geologists ~~g-e-o~~ who were at work on the volcano are missing, too. Helicopter crews ~~men~~ are flying rescue missions ~~mi-s~~				
Total				

PM Benchmark Reading Assessment Procedures

Sit at a table or desk in a quiet space with the student. Put the student at ease. Explain what is going to happen and why.

Introduce the text by reading the title and the orientation to the student. Do not expand upon the content of the book/card during this introduction.

Step 1   Retelling

1. **Prepare the student for the retelling. Say:**
   First, I would like you to read this book/card to yourself. Remember to look carefully at the pictures. Then I will ask you to tell me as much as you can about the story/text.

   If the student asks for assistance while reading the book/card, say: *This is a time for you to read by yourself.*

2. **When the student has completed the reading, have them close the book/card and place it on the table in front of them. Say:** *Tell me as much as you can, in your own words, about what you have just read.*

   Remain as a neutral observer, only giving prompts if required.
   Tick the relevant boxes on the retelling section of the Student Record.

Step 2   Reading Record

1. **Point to the cover of the book/card. Say:** *Now, I would like you to read the book/card to me.*

2. **Record accurate reading and miscues on pages 2 and 3 of the Student Record.**

Step 3   Comprehension

1. **Prepare the student for the oral comprehension questions. Say:**
   Now, I am going to ask you some questions about this book/card.

2. **Ask each question on page 4 of the Student Record. Tick the boxes when responses are correct. Record exactly what the student says for incorrect responses.**

Step 4   Analysis

1. **Identify the student's errors and self-corrections. Use the reading level tables to calculate the student's accuracy and self-correction rates.**

2. **Analyse information from the reading record, retelling indicators and comprehension questions.**

3. **Use this information to identify recommendations.**

PM Benchmark Reading Assessment

PM BENCHMARK 1

Name: _____   DOB: _____   Age: _____

School: _____   Class: _____   Date of assessment: _____

Text: *Our Teacher, Mr Davis*   Level: **15**   Text type: **Description**   Running Words: **160**

Reading Record – Summary

Errors			Self-Corrections		
M	S	V	M	S	V

Accuracy: _____ %

S.C. rate: **1 :** _____

Reading Level		
Independent >95%	Instructional 90–95%	Difficult <90%

Reading Behaviours Observed – Summary

1. **Knowledge and Skills:**

2. **Strategies:**

3. **Fluency:**

Retelling Indicators – Summary

Level of Understanding		
Excellent 4	Satisfactory 3	Unsatisfactory 0–2

Comprehension – Summary

Questions Answered Correctly			
Literal	1st	2nd	3rd
Inferential	1st	2nd	3rd

Level of Understanding		
Excellent 6	Satisfactory 4–5	Unsatisfactory 0–3

Recommendations for Future Development

Refer to Teachers' Resource Book pages 32–39 for recommendations for future development.

Teacher: _____

Date assessment summary completed: _____

Our Teacher, Mr Davis   Level 15   Description   1

Reading Record   Text: *Our Teacher, Mr Davis*   Level: **15**

Book orientation	*This is a description of a teacher, Mr Davis.*				

Page	Text	E	S.C.	Errors M S V	S.C. M S V
2	Our teacher's name is Mr Davis. Mr Davis is a new teacher at our school this year.				
4	Mr Davis is thirty-five years old. He is tall and has brown hair and brown eyes. Sometimes, he puts on his glasses when he is reading to us.				
6	Every day, Mr Davis rides his bike to school. He does not have a car. Mr Davis can go fast on his bike. It is a racing bike. But he is very careful when he rides his bike on the roads.				
8	Mr Davis likes playing football. He is very fit. At lunchtime, he goes out to the school field with the big boys. He is their coach.				
9	Mr Davis is a good player, too.				

Our Teacher, Mr Davis   Level 15   Description

Reading Record continued

Page	Text	E	S.C.	Errors M S V	S.C. M S V
10	He can kick goals from a long way out on the field. We do lots of maths every day in our class. **141** But we have to be quick because Mr Davis tries to trick us.				
12	Mr Davis can play the guitar. **160**				
	Total				

Reading Behaviours Observed During the Reading Record

1. Knowledge and skills — Consolidating

Tick relevant boxes

- Recognised the high-frequency words in the text ☐
- Accurately decoded many text-specific vocabulary ☐

2. Strategies — Consolidating

Tick relevant boxes

Able to process text by:

	Adjusting pace to text type, or text difficulty ☐
Predicting ☐	Attending to meaning ☐
Searching for print details ☐	Cross-checking to confirm ☐
Self-correcting ☐	

3. Fluency

Tick the relevant box

- Read the text consistently with natural rhythm and phrasing reflecting a depth of understanding ☐
- Read some of the text with natural rhythm and phrasing reflecting understanding ☐
- Read the text with irregular phrasing reflecting limited understanding ☐
- Read the text word-by-word reflecting limited or no understanding ☐

Our Teacher, Mr Davis   Level 15   Description

Retelling Indicators to Check for Understanding

Tick relevant boxes

- Retold main events/facts without assistance from teacher prompts or book support   Yes ☐   No ☐

- Included supporting details of main events/facts   Yes ☐   No ☐

- Retold main events/facts using appropriate vocabulary   Yes ☐   No ☐

- Retold main events/facts coherently and confidently   Yes ☐   No ☐

Comprehension Questions to Check for Understanding

Tick relevant boxes

Literal

1. What does Mr Davis look like?   ☐
(He is very tall and he has brown hair and brown eyes.)

2. How does he get to school?   ☐
(He rides his racing bike.)

3. How often does Mr Davis teach the children a new song?   ☐
(every week)

Inferential

1. Why is Mr Davis very fit?   ☐
(because he rides his racing bike to school and he plays football)

2. What does Mr Davis do to make the children laugh?   ☐
(He pretends to be the characters when he acts in plays.)

3. Why do you think the children made the sign for Mr Davis?   ☐
(They wanted everyone to know that he is the best teacher in the school.)

Notes

Teacher: _____

Guided Reading

Is a type of dictation	T	F
Refers to those instances when a teacher or proficient reader reads aloud to a group or to a whole class	T	F
Involves students in reading texts with a higher than 95% accuracy level	T	F
Involves using texts with small amounts of printed text in repeated patterns which combine with illustrations to construct contexts for developing the young child's understanding	T	F
Does not allow for self-correction	T	F
Involves talking about strategies you use to read	T	F
Involves considering words and sentences, pictures and print layout when choosing texts	T	F
Encourages students to talk about their background knowledge related to the text	T	F
Involves reading texts at the student's instructional level (90–94% accuracy)	T	F
Should be done for one hour every day	T	F

Building Fluency and Phrasing

- Choose material at a lower level of difficulty.
- Thoroughly discuss material to ensure full understanding (relating to schema).
- Allow student time to prepare the passage (silently) and practise before 'presentation'.
- Allow student to read and record the reading. Listen, evaluate and re-record if they choose.
- Together, choose a book at a very easy level. Ask the student to help make a listening post recording for this 'easy' level and monitor the recording until it meets their satisfaction. In this way, the student will get extensive practise on easy material without feeling 'put down'.
- Poetry: during shared reading, have the child read out well-known 'easy' passages. e.g. I'll huff and I'll puff and I'll …"
- Peer reading: working with a peer at either a higher or lower level in a mutually supportive way, reading to each other, taking turns reading, etc.
- More praise and more encouragement. Success is a great builder of confidence. Ensure your student is not exposed to 'performance' situations unless there is a strong chance of success.

Repeated Reading Procedure

1. Ask your student to select an easy story that interests them.

2. Mark odd extracts of 50–200 words (depending on your student's ability and concentration span).

3. Ask the student to read the extract to you.

   a) Allow the student to read for two minutes.

   b) Record on the graph the number of words read per minute.

   c) Record on the graph the error rate from the reading record taken.

4. Discuss errors and the plotting information on the graph.

5. Encourage the student to practise reading the extract at home, to a friend, etc.

6. Repeat 3 and 4 above many times so that the student re-reads the same extract until a satisfactory level of fluency and error-free reading is achieved.

7. Move on to the next extract and repeat the above.

Sample Parent Letter

Dear Parents and Caregivers

This book is your child's **Take Home Reading Book.** It is an integral component of the school reading program. This book was selected for your child so that they can practise and enjoy reading. This book is at the easy level for your child.

We ask that you and your child spend 15–20 minutes reading and talking about the book. Your child should be reading the book with fluency and phrasing. This means that they will not be regularly stopping on unknown words and will be reading with the punctuation within the book (i.e. stopping at full stops, pausing at commas, etc). If your child is stopping on many unknown words, please let your child's teacher know so an appropriate level of text can be found. The easy level of the text is most important, as we want the Home Reading experience to be as positive as possible for you and your child. Praise your child regularly as they read.

Your child's Home Reader is two to three levels below the level of the book that they are using in the classroom. The classroom book is used by the teacher to give explicit instruction in reading during Guided Reading groups. Home reading enables your child to practise and consolidate their learning. This practice is most important in ensuring that your child continues to gather reading strategies. Revisiting a particular book over a couple of nights can be very beneficial in developing reading confidence and consolidating reading strategies.

When your child has read to you, consider a few of the following:

- Ask a few simple questions based on the characters in the text or the setting of the book.
- Focus on an illustration and ask your child to retell what is happening within the illustration. Ask your child – what happened before this? and what happened after this?
- Ask your child to retell the story.
- Encourage your child to talk about any similar experiences that are relevant to the book.
- Ask your child to locate words that begin or end with a particular sound.
- Identify words that are repeated throughout the book.

In the earlier levels of text the illustrations are highly supportive of the words within the book. Encourage your child to use the illustrations to help them read – please don't ask your child to read the book with the illustrations covered. As levels become more challenging, illustrations will become less supportive.

We are sure that with the support of levelled books, Home Reading time will be a positive and enjoyable experience. Should you with to discuss the use of levelled text with us, please don't hesitate to contact the school for an appointment.

Yours sincerely

PM Reading Levels and Reading Ages

Level 1	Magenta 1					
Level 2	Magenta 2					
Level 3	Red 1					
Level 4	Red 2	Reading Ages for PM Levels 1–14 are in the range of R.A. 5 years–6.5 years.				
Level 5	Red 3					
Level 6	Yellow 1					
Level 7	Yellow 2	The fine grading of the PM levelling makes it inappropriate to give a specific Reading Age to the individual levels between PM Levels 1–14.				
Level 8	Yellow 3					
Level 9	Blue 1					
Level 10	Blue 2					
Level 11	Blue 3					
Level 12	Green 1					
Level 13	Green 2					
Level 14	Green 3					
Level 15	Orange 1	R.A.	6.5	–		years
Level 16	Orange 2	R.A.		–	7.0	years
Level 17	Turquoise 1	R.A.	7.0	–		years
Level 18	Turquoise 2	R.A.		–	7.5	years
Level 19	Purple 1	R.A.	7.5	–		years
Level 20	Purple 2	R.A.		–	8.0	years
Level 21	Gold 1	R.A.	8.0	–		years
Level 22	Gold 2	R.A.		–	8.5	years
Level 23	Silver 1	R.A.	8.5	–		years
Level 24	Silver 2	R.A.		–	9.0	years
Level 25	Emerald 1	R.A.	9.0	–	9.5	years
Level 26	Emerald 2	R.A.	9.5	–	10.0	years
Level 27	Ruby 1	R.A.	10.0	–	10.5	years
Level 28	Ruby 2	R.A.	10.5	–	11.0	years
Level 29	Sapphire 1	R.A.	11.0	–	11.5	years
Level 30	Sapphire 2	R.A.	11.5	–	12.0	years

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