Preventing Misguided Reading:
The Next Generation of Reading Instruction

Presented by Jan Burkins and Kim Yaris

www.burkinsandyaris.com

Comparison of Traditional and Next Generation Guided Reading

	Traditional Guided Reading	Next Generation Guided Reading
Lesson Structure	Lesson is preplanned, often programmatic; teacher summarizes the text before the students read it; teacher pre--exposes students to potentially difficult vocabulary	Text selection is the backbone of planning for guided reading; teacher is responsive to student interactions with the text as they figure out independently what it is about and which words require extra problem--solving strategies to figure out
Prompting	Teacher decides which strategy would best help students figure out the tricky spot and prompts students accordingly with specific prompts, such as *Get your mouth ready* or *Look at the picture.*	Teacher lets students try different strategies---which may or may not work---and encourages their experimentation by offering broad prompts, such as *What will you try?* or *What can you do next?*
The Teacher's Work	The teacher explicitly instructs through much of the lesson; extensive teacher talk and direct instruction	The teacher facilitates, rather than directs, the lesson; observes students as they resolve challenges in the text and makes notes about their reading processes; extensive student interaction with the text
The Students' Work	Waiting for teacher direction and prompting; much listening to direct instruction; some reading	Deciding how to interact with the text; identifying and puzzling through the tricky spots in the text; much reading

Guided Reading Reminders

- ALWAYS make engagement and student interest the most important criteria in text selection; it seduces them into doing hard work independently.
- Establish a procedure for having children reread texts. Make this a routine. For example, beginning readers can reread the previous day's text at the beginning of each lesson, while older readers can reread a chapter for homework or during independent reading.
- Have children bring their bag of books to the table when they gather for guided reading. They can read from their browsing bags while they wait for the lesson to start and/or if they finish reading the new book/passage. You can have them put their bags under their seats when you need them out of the way.
- The titles of guided reading books usually are not leveled. If the title is not within the reading level of students, just tell them the name of the book. Don't let the title bog down the guided reading session.
- Give children time to solve problems before prompting them. Enough time often *feels* like too much time! To get a sense of how much wait time you are giving students, audio or video tape a lesson.
- When children read a word, whether they read it correctly or incorrectly, don't confirm/refute their answer. Just say *How do you know?* and *How else do you know?* to get them to practice self monitoring.
- If children focus on the print more than the meaning, teach them to look at the pictures on each page carefully before they try to read the words. Teach this intentionally and thoroughly during shared reading and expect it to carry over into guided reading.
- Rather than telling children to look at something specific in the pictures or in the meaning of the text, say, *What do you notice?* Teach them to search for information themselves.
- Unless the book is very short or the group is very small, you won't be able to listen to every child read the whole text. Limit your time with each student.
- Connect guided reading to shared reading. Teach less during guided reading by addressing patterns of misunderstanding during shared reading.
- Guided reading sessions are short, 15 to 20 minutes. If your guided reading lessons are too long or students are getting little time to actually read, you may be talking too much, i.e. doing too much of the work.
- If you have to talk a lot to get students through the book successfully, the book is probably too hard.
- Collect running records or anecdotal notes about students' reading processes as you listen to them read. This will make it easier to let them do the work and give you a valuable record of their reading progress.

LIST OF RELATED CITATIONS

"Preventing Misguided Reading: The Next Generation of Reading Instruction"

PRESENTED BY STAFF DEVELOPMENT FOR EDUCATORS (SDE)

Jan Miller Burkins and Kim Yaris

Allen, Janet. 2002. *On The Same Page: Shared Reading beyond the Primary Grades*. Portland, ME: Stenhouse Publishers.

Allington, Richard L. 2011. *What Really Matters for Struggling Readers: Designing Research-Based Programs*. New York: Longman.

Alvermann, Donna E., Norman J. Unrau, and Robert B. Ruddell. 2013. *Theoretical Models and Processes of Reading*. Newark, DE: International Reading Association.

Atwell, Nancie. 2007. *The Reading Zone: How to Help Kids Become Skilled, Passionate, Habitual, Critical Readers*. New York: Scholastic.

Barnhouse, Dorothy. 2014. *Readers Front and Center: Helping All Students Engage with Complex Texts*. Portland, ME: Stenhouse.

Betts, Emmett A. 1946. *Foundations of Reading Instruction, with Emphasis on Differentiated Guidance*. New York: American Book Company.

Boushey, Gail, and Joan Moser. 2014. *The Daily 5: Fostering Literacy Independence in the Elementary Grades* (2nd Ed.). Portland, Me.: Stenhouse Publishers.

Burkins, Jan Miller, and Melody M. Croft. 2010. *Preventing misguided reading: New strategies for guided reading teachers*. Newark, DE: International Reading Association

Burkins, Jan Miller and Kim Yaris. 2014. *Reading wellness: Lessons in independence and proficiency*. Portland, ME: Stenhouse.

Burkins, Jan Miller and Kim Yaris. 2016. *Who's Doing the Work?* Portland, ME: Stenhouse.

Clay, Marie M. 1994. *Reading Recovery: a Guidebook for Teachers in Training*. Portsmouth, NH: Heinemann.

Clay, Marie M. 1991. *Becoming Literate*. Portsmouth, NH: Heinemann.

Clay, Marie M. 1979. The Early Detection of Reading Difficulties (2nd Ed.). Portsmouth, NH: Heinemann.

Dweck, Carol S. 2006. *Mindset: The New Psychology of Success*. New York: Random House.

Fountas, Irene, and Gay Su Pinnell. July 18, 2015. "Decades of Guided Reading: The Romance and Reality." Presentation at the Annual Convention of the International Literacy Association.

Ford, Michael P., and Michael F. Opitz. 2008. "Guided Reading: Then and Now." *An Essential History of Current Reading Practices* (66-81). Newark, NJ: International Reading Association.

Fountas, Irene C., and Gay Su. Pinnell. 1996. *Guided Reading: Good First Teaching for All*

Children. Portsmouth, NH: Heinemann.

Gallup. 2015. *State of America's Schools: The Path to Winning Again in Education*.
    http://products.gallup.com/168380/state-education-report-main-page.aspx
Holdaway, Don. 1980. *Independence In Reading: a Handbook on Individualized Procedures*.
    Gosford, NSW: Ashton Scholastic.
Holdaway, Don. 1979. *The Foundations of Literacy*. Sydney: Ashton Scholastic.

Johnston, Peter H. 2012. *Opening Minds: Using Language to Change Lives*. Portland, Me.:
    Stenhouse Publishers.
Justice, Laura M., Khara L. Pence, and Angela Beckman. 2005. *Scaffolding With Storybooks: a
    Guide for Enhancing Young Children's Language and Literacy Achievement*. Newark, DE:
    International Reading Association.
Lyons, Carol A., Gay Su. Pinnell, and Diane E. DeFord. 1993. *Partners In Learning: Teachers
    and Children in Reading Recovery*. New York: Teachers College Press.
Miller, Donalyn, and Jeff Anderson. 2009. *The Book Whisperer: Awakening the Inner Reader in
    Every Child*. San Francisco, CA: Jossey-Bass.
Pea, Roy D. (2004). "The Social and Technological Dimensions of Scaffolding and Related
    Theoretical Concepts for Learning, Education, and Human Activity." *Journal of the
    Learning Sciences 13*(3): 423-451. doi: 10.1207/s15327809jls1303_6
Pearson, P. David, & Gallagher, Margaret C. 1983. "The Instruction of Reading
    Comprehension." *Contemporary Educational Psychology 8*(3): 317-344.
    doi:10.1016/0361-476X(83)90019-X
Vygotskiĭ L. S., and Michael Cole. 1978. *Mind In Society: the Development of Higher
    Psychological Processes*. Cambridge: Harvard University Press.