



Thank you

FOR YOUR
INTEREST IN
CORWIN

Please enjoy this complimentary excerpt from *Guided Practice for Reading Growth, Grades 4-8*, by Laura Robb and David Harrison. In this excerpt, the four key literacy experiences that developing readers need are outlined.

LEARN MORE about this title, including Features, Table of Contents, and Reviews.

DEVELOPING READERS NEED FOUR KEY LITERACY EXPERIENCES

Guided practice lessons can nudge students forward quickly when they are part of a literacy rich classroom that values daily teacher read-alouds, instructional and independent reading, and notebook writing about reading. To move students forward quickly, you'll have to maintain a balance between:

- daily read-alouds, including interactive read-alouds;
- instructional reading that includes guided practice, small group instruction, or a workshop approach where students read different texts within a genre or topic;
- daily independent reading of self-selected books; and
- writing about reading in notebooks.

FIGURE 1.4: ROBB'S NOTES AFTER GUIDED PRACTICE ALWAYS HIGHLIGHT WHAT'S WORKING, AND SHE RAISES ONE POINT TO REFLECT ON FOR POSSIBLE INTERVENTION.

Oscar
Noticed Oscar reread "Jonathan Chapman" to explain differences between Chapman and the legend of J. Appleseed.
Quotes text - needs practice putting ideas in own words.

Maria
The idea of one man - 2 stories confused her at first. Paired her w/ Elena to discuss, then Maria got it!
Work on creating mental pictures from details
6th grade

Elena
Enjoyed learning abt. the "real" Johnny Appleseed. Was able to visualize & show differences between legend & real person.
Worked well w/ Maria.
Practice moving from talk to notebook writing.
6th grade

Robbie
Solid recall but reread when he needed more specific details. Able to put details in own words.
Fair w/ Oscar?
Work on notebook writing.
6th grade

Casia
Able to compare/contrast & use those terms. Prefers to draw visualizations & then write about them.
Puts ideas in own words.
Practice writing in notebook.
6th grade

Rosa
Listened to others & then chanced showing a difference. She needs lots of positives to gain confidence to share.
Work 1-to-1 to practice sharing & note how well she does.
6th grade



TEACHING TIP

If the lessons students complete indicate there's not enough progress, it's important to provide support quickly so small confusions don't become obstacles to learning. Interventions can be working through lessons one-on-one, pairing a student with a classmate who *gets it*, or re-teaching using a new short poem or text from Appendix I or a text you choose. Appendix I provides additional original poems and short texts by David Harrison, and Appendixes H and J provide suggested sources for short texts, books, and poetry.

This four-pronged approach allows you to read aloud to model expressive, fluent reading, enlarge students' vocabulary and background knowledge, and show students how good readers react to and think about texts. Independent reading offers students the practice they need (but often haven't had) to enjoy books they choose and want to read (Gambrell, Marinak, Brooker, & McCrea-Andrews, 2011). Finally, students who write about their reading can improve comprehension of a text by 24 percentile points (Graham, Harris, & Santangelo, 2015).

The texts David Harrison and I invite you to use for guided practice lessons are on topics that interest students in Grades 4 on up, but they also challenge their depth of thinking and enlarge their vocabulary and background knowledge. These students don't have lots of time to grow and improve as readers. By the end of eighth

grade, they should be reading close to or on grade level. To support this ambitious goal, all four elements need to be part of your ELA block (see Appendix B for possible schedules).

The four elements, like a string quartet, make literacy music for developing (and all) readers because each element offers them the instruction and independent practice they need to become proficient readers.