

Transcript of Who's Doing the Work? Rethinking Scaffolds for Struggling Readers

Amy Moritz: Good morning. My name is Amy Moritz, Youth Development Coordinator with Pennsylvania's 21st Century Community Learning Centers Program at the Center for Schools and Communities. I will be your moderator for today. Educational Consultant Lauren Sargent will be our presenter for today. It's my pleasure to welcome you to the Who's Doing the Work: Rethinking Scaffolds for Struggling Readers Webinar. Today's webinar is scheduled for 90 minutes, so we encourage you to stay with us for the duration. It's my pleasure now to welcome Lauren Sargent.

Lauren is an active teacher leader and has been a member of a presentation team that presented the concept of teachership several times including a Teach to Lead lab. She also enjoys connecting, developing relationships, and reflecting with other teachers in her current role as a literacy coach for the Southern Tioga School District. As a literacy coach her focus has been on writing workshop, guided reading, and curriculum writing. During her tenure as a classroom teacher, Lauren taught first, third, and fifth grades with a focus on English, Language Arts, and Science. She completed her Master's degree at Lock Haven University, and her Bachelor's degree from Penn State University with a concentration in Science.

At this point, I will turn the microphone over to Lauren.

Lauren Sargent: Good morning everyone. Thanks for taking some time out of your busy schedules in May. I know in the world of education May is a crazy month. So I appreciate you being with me today. And I hope that you find this presentation helpful. And I am new to webinar so I've tried to make it as interactive as possible. But if you feel like you need to ask a question, feel free to do that and Amy will share those questions me throughout the presentation, and we'll have some time at the end to answer any questions.

So today we're going to talk about scaffolds for struggling readers, and I wanted to start by just getting a little background information about you. So take a few seconds and just let me know what your job is and I'll try to make sure that I tailor the message to you. Okay. So it looks like we have mostly program directors and site coordinators, and no teachers. So this will be interesting. So I'm coming from the teacher perspective and I think that today you might gain some understanding of what goes on in the classroom, and then be able to apply some of those strategies into your after school activities.

So today I just wanted to mention that this work that we're going to talk about is really based off the book, Who's Doing the Work, and How to Say Less so Readers Can Do More by Jan Burkins and Kim Yaris. I think it's an excellent book. If you haven't had a chance to read it, I suggest doing so. And we're goin

to figure out why students struggle with learning to read. Try to come up with a definition of scaffolding and explain four different types of instruction.

So first I think it's a little important to spend some time thinking about how students learn to read. Reading is a very complex task and unfortunately, and fortunately however you may view it, most of the reading process happens inside a student's brain. And so therefore when they start to struggle it's difficult to understand why they're struggling. So first in this book, this the Alphabet Tree, and I think it's a great illustration of how students start to read. First they figure out that letters have meanings and they're connected to sounds. And then next they start to understand that as they put those letters together they form words. And eventually they understand that as they put words together, they can construct a sentence which makes meaning.

So when a student struggles to read, are they able to understand the sound that the letter makes? Are they struggling with certain words? Or are they struggling with the definitions of the words themselves? So first of all, we need to start with this questions, is what is a scaffold and why is it important? Whenever you think about scaffolding in construction, it's a support to help build a building and once that scaffold is taken down, then the building is standing and it's a permanent structure. In education it's a little bit different that usually what we see is a scaffold is a support that the teacher might put in place. Either the teacher themselves, a graphic organizer, or some sort of differentiation in instruction so that the student is successful.

Unfortunately though, then as the teacher takes away that scaffold, the student isn't able to do the task by themselves. And that's a problem because really what we want our students to do is to be able to do it independently. So today we're going to talk about scaffolding as a support. A system of support. But our goal is that when we can take that scaffold away, the student is able to do it by themselves. So you're probably wondering, well how do we do that? First we have to start with the end in mind. So we're looking at the big picture here. When we have a little kid in our charge and we're worried about every single word we tend to forget about the big picture. And the big picture is we want students to become independent readers who love books.

And with that said, they have to learn how to integrate print and meaning, read fluently, and a whole host of other skills to become independent. How do we do that? We have to plan our daily instruction, our monthly instruction, our yearly instruction with purpose. I like to think of a few goals for independent and proficient readers. First they have to be able to use and apply lots of reading strategies. A lot of students when you ask them how do they figure out a tricky part they say, "Oh I sounded it out." But in reality they're doing other things, they just don't know that they're doing other things. They have to be able to solve problems when they arise, such as figure out a tricky word or figure out how to read a word that they've never seen before. Or they have to be able to understand what the text is saying.

We also want independent readers to be able to read for their own pleasure. And we want them to pick books that match their interest because what we really want to create here, and I hope that all educators want this, is to create lifelong readers. We want them to be passionate about reading and to like reading. And I'm thinking about ways that you can do this in your afterschool care and I think about some students that you might be in charge of that may not have had lots of opportunities to be enriched in an environment of reading or have seen an adult model good reading practice, or have the ability to read with an adult in a safe place, or even have the opportunity to pick different books to read from. So I think that maybe in your after school programs, just providing books, and providing a safe environment, and providing an adult that models and loves reading is a step in the right direction.

So first we have to figure out how do students start to understand reading? First they can look at the meanings. So that means, what does it mean? The comprehension piece of it. And yes pictures are important, especially in the beginning readers. So I know that a lot of parents say to me when I send home a book with a student to read, especially in kindergarten, first grade, "Well they're just looking at the pictures. They're not actually reading." But think about those pictures as a form of a scaffold. The picture is helping the student understand what the print is saying and they're gaining knowledge. Also background knowledge plays an important part in meaning and comprehending. If a student has never encountered the word magenta for example, and they try to read that word it becomes difficult to read and they don't even know what it means. They don't know that it's a color. So then they don't understand the sentence that it's used in.

They also have to use the print, which is the text itself, the words, and language structure. And this is the way that we talk. So when books are written differently than the way that we talk, they become more difficult for students to understand. But when students are able to put all of these pieces together, they can use their background knowledge, their own information in their head and what they're used to. They can use the words on the page, and they can use the way that we talk. This helps them if they're able to use those three pieces when they're trying to figure out words.

I have a couple exercises that I want you to try. And this is just to get you used to what it might look like or feel like for a struggling reader. I want you to try to read this and fill in the missing words. I'm wondering how did you figure out the missing words. So take a minute with this polling question and answer how did you fill out those blanks. So it looks like most of us used our background knowledge and that's ... As a Doctor Seuss passage. And so it was pretty familiar to us and we did do that, but we also had other strategies to use. And the first strategy, by skipping the unknown word and reading on is a strategy that both uses the words and the meaning of the text. So you skipped what it said, you read on to get more information, and you were able to figure out the missing word.

If you looked at just the length of the number, the number of dashes, that is called a print strategy where you looked at the words and you tried to figure out what would make sense there. Or you used the print itself. Background information is a meaning strategy. And the last one is an integrated. And that's both the meaning and the print. So you ... All of you just did an efficient reading process. You used both the print, so that's the word on the page, and you used meaning which is the other words to help you understand what's being said. And your own information to figure out what those missing words are. So that's a little bit like what a student who is struggling to read might have to do. They might have to do any of these strategies, and notice that I didn't have any of the strategies were to sound out a word.

So you're already starting to figure out that students have a whole host of strategies that they need to learn and need to know how to apply them and when to apply them. So this is what we call an efficient reading process because you're using both the print and the meaning. So I want you to feel like what it might be like for a struggling reader. This is a struggling reader that's just favoring print. Take a few seconds and read this example. If you're like me, you can read what's being said in this passage about least toxic pesticides. But you probably may not understand some of them, and I don't know what endocrine disruptor is. But I can read what it's saying. However, in order for me to read this and to gain meaning from it, I really had to slow down my reading rate and go back and reread a couple of times to kind of figure out what was being talked about.

And I still don't know all of the words in here. Can I read them? Yes. So this is a student that is just using print. Just using the words on the page to figure out what's being said. But they don't have that background information. And I didn't spend a lot of time talking about this before, but your background information for young children is a lot of oral language. So in your after school, if you have some students that are struggling with learning to read, sometimes talking to them is a first step in helping them with that meaning. So this is an inefficient reading process. This is when a student is just relying on the print and they don't have a lot of background information to help them.

So if you have a reader ... I just want to highlight what this might look like for you. If you have a reader that is reading fluently but can't comprehend the ... They can't answer questions about it, this is what might be happening for that reader. They might be able to read the words, but they don't have the meaning or the background. So this is where you want to spend some time developing that background information talking about the words on the page, and what they mean and really digging deep into that meaning.

Here's an example of what maybe a reader that uses meaning too much might look like. So try to read this and fill in the blanks. Let me reread this passage for you, and I'm going to fill in the blanks as I read it. "Long before formal schooling begins, many students, usually from families that are considered educated and that have economic means, have early opportunities for literacy development.

Unfortunately, other students struggle with literacy for a variety of reasons." I can guess that you were able to read this paragraph and fill in some words that made sense. For example you might have said instead of a variety of reasons, for a lot of reasons, or for many reasons. So there it makes sense. You can read the passage, you understand what's being said, but you didn't say the right word.

This is what we call an inefficient process because now the student is relying on their meaning. They're relying on the background information and other words in the paragraph to help them figure out that unknown word. I've seen this a lot in students that are reading fluently, but they make a lot of mistakes. So for example I had a student that would read a lot and the word was pony, but he said horse. Well you could argue that saying pony and horse is very close to the same thing, but the student wasn't using the print at all. Because pony and horse don't start with the same letter. They mean about the same thing, so that kind of makes sense there. But he's not using the print to figure out those words. So this is a reader that's just relying on meaning. So if you have a student like this that's making a lot of mistakes, now you really want to kind of dig into, "How can I help that student slow down a little bit, make sure that they're looking at the words correctly, and they're putting the right word in where they need to?"

So we're probably thinking about all of these things as a struggling reader. They have to figure out all the strategies. They have to be able to do different things. And you're thinking, "Well how can I do this in my profession?" This is what's called a gradual release of responsibility. And you'll notice that the teacher is in green here and on the left of the screen that's the teacher. And the student is in blue, and they're on the right of the screen. And you'll notice that as we work our way from left to right, it's less green and more blue. So really this is when I said we want to start with the end in mind, and we want them to become independent readers. We are hoping that through our modeling and through the work that we do in the classroom or creating those independent readers.

So here are four ... and ZPD in the middle. That's the zone of proximal development, and in research it's really the best way to teach a student is giving them work that isn't too hard, but it's not too easy either. So that's called their zone of proximal development. And this gets really tricky in the world of education because every student's zone is a little bit different. What might be too hard for one student is too easy for another. So this is where we talk about those scaffolds and how we can scaffold our instruction throughout the year and throughout the day so that we can help our students move along and become the independent readers that we want them to be.

So today we're going to spend some time talking about these four different types on instruction. The read aloud, shared reading, guided reading, and independent reading. We're going to start with the read aloud today because you can see it's on the left and you see it's in mostly green which means that the teacher's doing most of the work. A read aloud I also think that you could have in any after school activity or any after school program. So the read aloud basically is what it sounds like. The teacher is reading a story aloud to the students. Usually the

teacher is the only one that has a copy of the book. The students are listening and usually the text, which is the story, is above the level of the students. And why is that important?

Well when we think about Burkins and Yaris, they talk about the read aloud is you sitting in an audience watching a professional dancer and thinking to yourself, "I want to do that." Do you have the skills to become that professional dancer? Not yet. But you're watching that person and you're thinking, "I want to be able to do that." That's kind of what the read aloud is like for students. They're watching an adult figure read fluently and with expression, and they are enjoying it, and they say to themselves, "I want to read like that." And remember this is a great way for students to construct that meaning and to build upon their oral language because in case ... I don't know. In all the research it says that first people are able to comprehend more words orally. Then as they can listen to them and they understand their meaning, then they're able to start saying them.

After they can start saying them, then they can start reading them. And then after they can start reading them, they can start writing them. So I just want to bring that point up. As a student is able to hear a word and understand it, that helps them then be able to read that word later on. So that's why a read aloud is really a great place to start because we're exposing our students to a vast amount of words and experiences, and environments that they may not necessarily be exposed to on a daily basis.

So how do I prepare for a read aloud as a teacher or an after school provider? First, you want to select the text. And you might ask yourself some of these questions like what do your students like? What are the reading levels of them? What other books have I already read to them this year? And this is also a place for you to model best practice. So you want to make sure that you are picking books that you can read fluently and with expression, and that you like reading. Because you want to model that joy of reading to your students. And as the person reading the book to the kids, you want obviously to read the text first. You know, I think sometimes a read aloud gets a bad rap in education because teachers think that they don't have to prepare for it. You do have to prepare for it. You have to read that text first and you have identify the purpose of it. Why are you reading it? Are you reading it because you just want them to experience something that they haven't experienced before?

So in my work, my district's very rural. And so sometimes I want to make sure that I'm reading text that are not rural and they show a student in the city, or they show something in a different country, or they're written in a different way than what we talk so that I'm just exposing my students to other things. And I think that this would be a great time for after school, for social emotional learning. Are you trying to teach sharing? Are you trying to teach how to stand up for yourself? Whatever you're trying to teach, maybe you can pick that text for that reason. Also consider some open ended questions to ask. And again this helps with the meaning. You want students to talk about it because remember I said as they develop their oral language, as they can talk about things, that helps them then

be able to read those words later on. And you want to anticipate some spots where they might experience difficulties and either plan to stop and talk then, or to plan a question. So you are preparing for this read aloud.

And then after you prepare, the next thing is you have to read the book out loud. And make sure that you just don't read it from front to back. Make sure that you pause and let students think about it. This is allowing them to construct their meaning. Make sure that you listen to the student's as they're talking about the book. And you can ask yourself, "Are they understanding it the way that they should be? Are there any places where they're not understanding that I need to go back and talk about it? Do they bring up a great point that I didn't think about that I want them to share with the whole class?" And then you want to invite them to share some ideas so that again, they're talking about it.

They're developing that meaning. They're developing empathy for others that maybe they can't in their own lives. These are important skills that they then need to go back and be able to use later. The student should be an active role in this. They need to be actively listening to it. They should be thinking about it. They should be talking about it. And you should be selecting some books that they can think about.

Then what's your role as the teacher? Your role is to create those magical opportunities. I think probably that if whenever you ask a student what did they remember, often they remember a favorite book that a teacher read to them. Why did they remember it? They just loved the book. Or they loved that feeling of the teacher reading to them. Or they just found a series that they fell in love with. I love to read a series. And when I was younger I would read all the Babysitter Club books, and then I would read all Laura Ingalls Wilder books. So think about the power that you have to entice readers into a series or into a different genre that maybe they didn't know that they liked. And it's okay to model that you love reading. So do that by rereading some of your favorite stories or sharing a favorite book that you have. And after school you might pick a chapter book and read one chapter a day for students.

And I always think that in after school you have a little bit more flexibility that you get to pick something that you really love, whereas in school sometimes you have to pick books that are based on the standards. So that's a little bit different. So remember that this is the first stop. A read aloud is the first stop in that gradual release of responsibility. And this is really where you want to entice children to want to read and you're building that community of a safe environment so that they know that they can struggle with reading. It's okay and they're going to learn and they're going to get better. It also encourages students to want to read and work hard to become readers because they want to read books that you're reading, or they want to read a book like the one that you picked. So remember that this is a great place to start, and if there's only one thing that you could incorporate into your after school, I would choose a read aloud everyday.

So think about that. About how just a read aloud has changed your thinking and how could you incorporate these into your after school activities.

Amy Moritz:

Lauren we'll just give folks a couple minutes to type. So just don't want you to think we weren't here. Okay, looks like we got a couple folks chiming in. You bet. I was counting on you. She said that, "I think it's a great way to regroup before dismissal." Pamela said she never before understood the print versus meaning processes. And Amanda said, "I think this can be helpful but should this be limited to say, K to two students?" So good question Amanda. Lauren if you want to chime in on that question.

Lauren Sargent:

Amanda that is a great question. I would say that no, this should not be limited to just K to two students. I think that a read aloud, and again I said you could pick a chapter book and maybe you read a chapter per day to students. But think about the text, the different genres that you can illustrate and highlight to your students that you might not be able to do that in a different way. And even as the students become older, I think picture books are a wonderful to show different reading processes or talk about different cultures, or talk about different ways that characters solve problems that they can incorporate in their own writing, or that they can incorporate and help them with their meaning and background knowledge.

And it also helps students think about ways books work. You know if you have been spending a lot of time reading stories and are moving into informational books, reading a book aloud that's informational and just talking about the different way that it's set up. Like, "This isn't a story. These are all facts. It's grouped by headings," or "This is all about the dinosaurs on this page, and then on the next page I'm talking about something different." That helps students understand what's coming next. And I also think read alouds really helped in different ... Help you tie in different content. So let's say you're in ELA, but your science teacher is teaching about the water cycle. Well what a great way to read a couple books about the water cycle in reading class that could then give them that background knowledge that they need to help them understand some scientific processes.

So no I don't think ... You just have to think about the book that you're reading. But I think that all kids, and I would even dare say that adults and high school kids, can learn things from picture books and read alouds. So great question. Thanks for responding and we'll move along to our next one. Maybe. There we go. Okay.

So we started with the read aloud and the read aloud was really the adult reading a book to students and they were picking the book and they were doing the reading and they were modeling some reading processes aloud in their head. But now you're noticing on this gradual release of responsibility that the student is taking over more of the work. So this is kind of in the middle. And this is that zone of proximal development where it becomes important to talk about the level of text and it becomes important to talk about what shared reading is.

So shared reading is a little bit different than a read aloud because shared reading is still whole group. So you have one teacher in there and you have the whole group of all of your kids together. So you're still doing a whole group instruction. However we're talking about the text level. The text level has come down a little bit. So in a read aloud, you can pick a book that's above the reading level of everyone in your classroom or your after school program. But in shared reading, now you are doing something that's a little bit more on their level. It's a little bit above their level, but it's not so far above them that they can't do it by themselves with help. Okay. This is also called shared because the students are going to be doing some of the reading with the teacher. And this is a wonderful place to practice some of those skills that we talked about at the beginning of the year.

So if you are noticing that you have a group of students that aren't using the print, they're not looking at the words they're just doing that meaning thing that we talked where they're saying pony for horse, this would get a great place to create spots that they have to solve by using print. How might you do that? As you can see, here's a colleague of mine and she's reading aloud a poem on an easel. So she wrote this poem on a piece of paper, and it's big enough so that everybody can see it. And what you could do is you'll notice that at the first line the word is cane. You could cover up that word cane. And now as the teacher you say, "Well how am I going to figure out what this word is?" And you kind of talk this process aloud to the students. And they're saying, "Well I don't know. You could guess." "Well yeah you could guess. And you could read on. That's another strategy, reading on to figure out. So it says, 'They were those who cut something to the rhythm of the sun beat.'"

And you think, "Hmm. Cut corn? Cut grass? Cut wheat?" Whatever they cut, and then you uncover the word just one letter. So now you notice it starts with a C. So you spend some time, and you say to the students, "Hm. Could it be grass? Because grass starts with G, and this starts with a C." And they're like, "No that can't work." And then you say, "That's right because that starts with a C. So when I'm reading I need to make sure that whatever comes out of my mouth starts with the same letter as the word on the page." So now you're teaching students that they really need to use that word, and you're teaching them how to check to see if they're correct. And that's another skill that students really need to develop. They need to be able to check to see, "Did I say that word correctly?" Because as we become better readers and more fluent readers, we read faster. And as we read faster, sometimes we ... Our brain just sees the word, C-A-N and says can because that makes sense.

So now you're checking them, "Hm. But if I look and I," as you're pulling that away from the word and they can see more and more of the word they're noticing that the word is cane. So this is a great way for the teacher to be able to make problems that students have to solve. And you want to make problems that you're noticing students are having difficult doing on their own. So how do you prepare for this? First, and this is the hardest part with shared reading, is picking the text. Because the text level is important. You want it to be a little bit more

difficult than where they can read independently, but again it's not so difficult that they can't do it by themselves with help. You also want to identify those teaching points like I just talked about, and that would be a print one where they have to make sure that they're solving and you want to be able to plan the lesson so that everyone can read the text. That's an important part of shared reading. Everyone can see the text.

So in this picture, here's a pair of girls and they've read this text with their teacher in a whole group setting at the beginning of the week, and by the end of the week they have become better at it and are able to read it with a partner. So you see how the scaffolding has shrunk a little bit. First we're reading ... The teacher does the reading. So sometimes what this might look like is that I'm going to read it to you. So I'm the teacher, and I'm going to read this whatever it is. This article, or this poem, I'm going to read it to you. Then you're going to pause and you're going to talk about it. Then you start getting the students to read with you. So they're either reading in their head if they're older students, or they're reading out loud as they're younger students.

And you can do this in a variety of ways. You can have them choral read which means that we all read together. Or you can have them echo read which means that I read first, and then you echo me. And if you have a poem, that's really easy to with by stanzas or by lines. I read a line, you read a line. And throughout the week as the students are more familiar with this, they can start to read it by themselves or with partners. And you can see in this picture the teacher ... They all have their own copy, the teacher is sitting right there, somebody is reading and they're all listening.

So what's the role of the student? The students are doing more of the work in this shared reading. They have to read the text along with the teacher. The students are problem solving because you as the teacher or the adult have created opportunities for them to have to problem solve. You're talking about meaning and ways to use the text to help you with that, and you're talking about that background information. Again this is a great way to bring in other content into the ELA to help students with their background knowledge. So if you work closely ... So even ... You know what's really neat? As a school if you start doing this. If you know that in Art they're working on something you could read an article about that. Or ... So it's just a great way to integrate some content into the ELA classroom. But also think about ... In the after school I thought, "How fun would it be to have themes and you could do something based around your theme."

If you're working on social emotional skills, or you're working on a holiday, or you're working on a science project, whatever you're working on you could use the shared reading to kind of help the students build that background knowledge. What's your role as a teacher? This is guided practice. You're picking the text still, and you're picking something that you want the students to work on. And you are making sure that all students are being active, they're all participating, and you're monitoring their participation. So you're thinking, "Okay. Are they using the skills that we talked about? Are they reading out loud or in their head? Are they

understanding what the text is saying?" And this is kind of that balance of direct and indirect instruction.

So you're giving some direct instruction, but you're also allowing the students to do some work here. And that takes a little time to get used to. I think the hardest thing about shared reading is finding an excellent text because one, all students have to see it, and two you have to be careful of the level of it. So you're probably thinking, "Well how does shared reading help readers?" And I really think that this is a great place to encourage that growth mindset where students see something that's a little bit too difficult, but with work and help and support from each other, and the teacher, and themselves they're able to get there. So they feel that success and they feel that, "Okay a little hard work and I get better."

Again, this is a great place to explore some different content. And there's been research done here that says that children that participate in shared reading activities are able to do better and progress faster in guided reading. This is a great opportunity for the teacher also to notice some maybe mistakes that kids are using in their reading process and help them fix them before they become habits that are difficult to fix. Again this is a great place to help you build that community and allows the students to problem solve and for you to authentically problem solve with them. And in after school I would venture the guess that community is something that you probably want to create. So this is a great way to do that.

So I'm just going to recap shared reading just a little bit. Shared reading is different from a read aloud because everybody can see the text, where in a read aloud you really just held the book and maybe showed pictures. Also, you are doing some of the reading but so are the students. So the students are reading in their, and they're then reading out loud with you. Shared reading is often reread. So you might have the same article that you are working on multiple days. And shared reading text level is a little bit less than the read aloud, but a little bit more than their independent level.

So take just a few minutes and how do you think that shared reading will help a student learn to read efficiently? If you could answer that question, and then we'll move on to guided reading.

Amy Moritz:

Okay we've started to get a couple of responses. Sherry wrote and said, "It boosts the child's confidence when working with a peer." And Rochelle said, "It helps them build confidence in reading especially if they're reading with a friend that they're comfortable with." So similar answers there, but really great points. We'll see if anybody else would like to submit a response. Okay looks like we got another response from Pamela, and Pamela thanks for participating. She said that, "Shared reading helps provide the students with a support that's need to understand the text and it gives students the confidence to be engaged with the text." And then Barb wrote and said, "It allows them to be more involved in the reading process. So thank you guys for sharing those responses."

Lauren Sargent:

Yes. Thank you very much. And I'm glad that you said that Pam and Barb that it does involve them more in the reading process because remember that we want to allow students to have and to feel some of that productive struggle. And when I say productive struggle I mean they need to understand that it's okay if they don't know something immediately. It's okay if they have to slow down their reading rate to figure out an unknown word. Or it's okay if they have to go back and reread multiple times. Because as adults we do that. But as you are able to do that and feel success, then I feel that that helps students gain that confidence that they need to then continue on this reading process. And really we want to make sure that we're allowing and giving students the opportunities to do that. So thanks for sharing. I appreciate that.

So again, we started with the read aloud. And remember that most of the read aloud is the teacher doing the work. And then we went to shared reading, and now we're inviting students to participate alongside us. And guided reading you'll see that the student is becoming more blue again. So the student is doing more of the work, teacher is doing less of the work. So if you're not familiar with guided reading, guided reading usually happens in most primary classrooms. And this is where a teacher will group students based on their instructional reading level. So where that student is reading. So you're going to have a group of kids together, reading together that are reading about the same level. And this is a little bit different than shared reading is now that everybody has a book. The text is based on that level.

So in a classroom of 20 students you might have five different reading groups. So that means as a teacher you're figuring out the process of meeting with the groups and which books they can read, and how often you have to meet with people. And you're figuring out how to group kids by their reading level and those things. Your main role as a teacher in this guided reading is to listen and notice which strategies they're using, which they're not, where they're having the most difficulty as the student is reading. I could really see after school programs using guided reading because a lot of teachers, especially in the primary grade, send home books for them to read.

And so if you have an after school program like the one in my area, they have homework time. And a lot of that homework really is the student is reading a book that they got during guided reading in their classroom and they're supposed to be reading it to an adult at home. And in some instances there's no one to read to at home. So this could be really valuable I think in an after school program. So as I said, guiding reading is small group instructions. It's not whole group anymore. The students are grouped by ability. Every student has a copy of their text. So everybody has their own book in front of them. The students are practicing now, integrating those reading strategies that we talked about before. And the teacher is checking to see if they're using those strategies, or the ones that they are using, the ones that they aren't using, and where they're having the most difficulty.

So here's a picture of a guided reading group in one of the elementary rooms that I work with in my district. You'll notice that there's a teacher with two students. That's because that's the number of students in that classroom on that reading level. You'll notice that there's two books on the table because each student has their own book, and the teacher's kind of anticipating some skills with them and practicing those skills before reading. I'm not going to spend a lot of time on the whole process of guided reading because I think for most of you you're not in the classroom, it's after school care.

I do want to talk about though what you could do as an adult that's listening to a child read. You probably won't be able to pick the text because that will be coming with them for homework assignment, but you can as an adult let them read it. Don't immediately jump in when they look at you for help because that's what a struggling, or any kind of reader that's learning how to read, does. They immediately appeal for help by looking at the adult. So if you could just give yourself the permission to say, "I'm going to count to five before I respond," and you slow down your time and you wait for them to see if they can figure it out. And when they figure it out, it's a great time to celebrate that success and say, "Wow. I notice you were having some trouble figuring that word out. Why was it tricky," or "How did you figure it out?" And they're going to say to you, "Oh I sounded it out."

So try to tweak out what they actually did. Or you said, "Oh but I notice that you read on. So that's a strategy," or "You chunked it," or "You looked for a word that you already knew. A small word inside the big word." So start thinking about some of those skills so that you can ask them and celebrate them. And also think about if a student ... So they're reading to you, you're listening and guide them. You're asking them open ended questions to make sure that they're understanding and comprehending, and you're discussing the text with them, again, to help them with that meaning and to build the oral fluency, oral language.

And it's okay to say to them, "How did you figure that out," or ask them, "Are you right," when they are correct. Because then that makes the student again think about, "Oh yeah. I'm right, and I know I'm right and this is why I'm right." Those are all good skills and it helps the student to understand that they're using different skills than just sounding it out. The student here is doing most of the work. They're reading this text at their own pace. And they're using the picture, and that's okay. And you can even prompt them sometimes to say, "Well what's happening in the picture," if they need that support.

But again, I would encourage you to use wait time. And wait time is just waiting for them to figure it out. So if you need to count in your head to five or to ten, or if you need to say to them, "What do you know? What can you try? What can you figure out," that will help the student develop their own confidence and develop their own set of skills so that when they get to those tricky parts they can figure it out by themselves.

So your main role is to be a facilitator. That means to be a listener. Your main role is to describe and name some of those strategies that they have used, and maybe don't know that they're using. Maybe they don't know that they're using the picture to help them. Maybe they don't know that they're reading on, or that they're chunking the word into small parts. So do that. You want to provide some general guidance, but try not to solve the problems for them. And a lot of times in a classroom setting the teacher is taking a running record to collect data on what that student is able to do, and what they still need to work on. But maybe in your after school activity if you always work with the same group or same number of students, you could just start thinking to yourself, "Do they like these kind of books? Are they always making the same type of error?" And then maybe that could help you to talk about different things that they could do in the future.

And how is guided reading beneficial to students? This is where you're meeting students where they are as a reader. As a teacher I'm not giving a kid a book that's too hard anymore. This is their instructional level. You're following their lead and you're noticing if they're making the same mistake that you're going to try to go back in the read aloud and teach it so that the next time they can integrate that skill into their own reading. They're doing all of it. This is that guided practice. This is their last support before that they are independent. And this is also with a small group. Now the small group could talk about the whole text, and now I'm gaining meaning from not only my background knowledge, but my partners sitting next to me.

Guided reading I think is a great way for you as an adult to understand what the child can do and can't do. So what's the difference between a teacher doing the work, and facilitating the work? And if you could maybe give an example that would be great.

Amy Moritz:

So we're still waiting for some folks to submit responses. I think I can tell some people are writing, so we'll just give you another minute to finish your thought and send it in. Yvette sent in a response and she said ... Oh now they're coming in faster than I can read. "Facilitating would be to guide, help, and encourage, right?" Laura said, "Teacher's doing the work do not allow students to engage in the material, whereas facilitating provides the necessary support for students to interact with material and learn it on their own." And then Erin said, "A teacher is more of the ... More sage on the stage when doing the work." Where did that go? Okay. "Facilitating the work they are more of the guide on the side." Oh. I like that Erin. And then Pamela said, "The teacher as a facilitator guides the student, but the students are doing the work with guidance from the teacher it's more student centered than teacher directed."

Lauren Sargent:

Yes. Thank you all for your comments. They're excellent, and I think that when you said, "The sage on the stage," a lot of times that's what teachers are known for. It's your show and you feel like you have to do that, and facilitating can be difficult because you have to take them ... And nobody wants to see a student struggle. Especially when they're pleading at you and looking at you and saying, "I don't know," or "I can't figure it out." But by prompting, or by waiting often, or by

saying, "Yes you can. What can you do? What do you know? What can you try," the student then, like I said, has that productive struggle where they can feel successful and they figure it out. So thanks for your responses. I think that's great.

So the last part of this is independent reading, and that's where the student is reading by themselves. And this is obviously where the student's doing most of the work because now they have to integrate their skills and apply it to their own reading. I think independent reading is important because this is where a student has some choice in what they're reading. Now there's huge discussions out there about finding the just right book. But I want to challenge you that the just right book ... Sometimes they say if you miss more than five words on a page then it's too hard and you can't read that. I challenge you think about that in your own work because we want students to be able to have some choice in what they're reading. And sometimes they really really really want to read that book. So how do we help them get there?

Either they have this thing called text ladders which if you're familiar with Lucy Caulkins she talks about those. And I think they're kind of interesting to think about, but let's say that a child wants to read Harry Potter and you know it's way too hard for them. Well you find them another book that's a little bit easier, but kind of deals with that magic genre. So now I'm building the student's background knowledge so that when they get to the harder book they're able to read it. Anyway, I just wanted to throw that in there because I think it's kind of interesting to think about that.

Independent reading is usually the student gets to pick their own book. They have extended time to read it. And the teacher really isn't interrupting that student unless they confer with them quickly about, "What are you reading," or "What do you love?" Just checking in to make sure that they're actually reading. So what's the role of the student? The student's doing all the work. They're picking their book. They're problem solving through those tricky spots. They're building stamina, and this is something that you need to provide support in. So building stamina in kindergarten might look like, "Well I'm letting through a book for a minute," and everybody's looking at that book for one minute. And by two minutes I start seeing that people are rolling around, I'm going to stop it.

I want to make sure that I'm stopping that reading time before students are becoming bored and off task. And you want them to be able to regulate themselves. Say, "Okay. I can do this and the student knows that this is reading time and that they have to be reading during this time." What's the role of the teacher? Well one you have to provide time and space for student's to read. And this is in education, time is often limited and it's hard to find time. And it's easy to say, especially for struggling readers or for teachers, to say ... A struggling reader will often need to work ... Get pulled out for specific skills that they need additional help on, and a lot of times teachers have those students pulled during independent time. But now, I have a struggling reader who really needs to practice at their own level, and I'm not allowing them to practice.

So think about after school, if you build in some independent reading time in your program they're getting that practice that they need. You have to have some books for them to read. So this might be a tricky thing. How can you build a library in your after school program? I think it's important for adults to share books with kids. Say, "I love this book," or let kids share and maybe you could do that in a variety of ways. You highlight a book a week, or you have book talks, or you let a kid share a book that they read and they love it. Whatever you want to do, you have to develop their stamina. You have to allow them gradually to read for longer and longer periods of time.

And talk to kids about reading. Like, "Why do you love this book? Why did you pick it?" Those are all important skills so that students know that they are ... They're choosing books for a purpose. How is independent reading helpful for students? Well finally they get to read something they want to read. Maybe you have boys that only want to read Magic Treehouse books. Fine, let them read it. Maybe you have girls that want to read a science journal. That's fine because this is their time to pick a book that they want to read. It gives them opportunities to make mistakes and fix them. Again if you allow students to talk about the books that they're reading, you're building that community within your own group.

I think independent reading could be easily integrated into after school programs. I think it's essential for you as the adult for independent one to let kids read and that's hard, two to help them build their stamina and celebrate that. And you can do that by charting it or something. And three, helping them pick a book that makes sense to them and talk to them about books, and talk to them about why you love books.

So now that we talked about independent reading a little bit, would you make any changes in your after school program or work with students? I'm just curious to know.

Amy Moritz:

Lauren, while we're waiting for folks to submit their responses, I just wanted to remind everyone that these webinars are archived. So while it's difficult a lot of time for your teaching staff to be on the webinars when they're offered, they can certainly go on at their leisure and look at the webinars later in the day or whenever you give them some time for professional development. I think this one in particular, since it is really focused on teaching strategies, would be a great one for your staff to watch once it's archived. And usually it's posted within a day after the webinar has ended. So just a reminder to everyone about that.

And then we're just waiting here for some folks to submit responses. Okay, Amanda thanks for chiming in. She said, "I think the scaffolding approach is actually more appropriate for the students at the proficient level or the high basic. I'm not sure that this is useful for the truly struggling reader that is dyslexic. Could you give us a sense of your definition of struggling?" Good question Amanda. Lauren do you want to address that?

Lauren Sargent:

Sure. I'm just wondering Amanda why, or which part exactly you're thinking about. I think that all students, especially those that are struggling, benefit from the scaffolding approach because if you don't scaffold your instruction at all, you're leaving those struggling readers behind. So for example if I never am giving a student in my classroom, let's say I'm teaching second grade, but I have a reader that is on a kindergarten level. If I'm never scaffolding my instruction so I'm allowing that student in my classroom that's at a kindergarten level to read on his or her kindergarten reading level and practice, then they're never able to use those skills that I've been teaching in their own reading to develop their own reading ability.

So I think that you have to scaffold, especially for struggling readers for that reason. They have to be able to practice at their own level, or if you're only ever giving them text that is above their level, they are not improving because they can't apply those skills and strategies when they're reading on text. So that's what I think about that. And I see that a lot of you use independent reading in everyday, and I think that's great. The only thing that I would like to challenge you to do is celebrate ... There's a lot of research out there, but to celebrate children that are reading, and celebrate books that they're reading. Share great books, and you can have kids do it. They can create iMovies or they can create book talks, or book clubs, or whatever. But if they have a little joy in it, it seems to go over better than just, "Oh I have to read another book again."

So I just want to challenge you to that. So how do we put this all together? And again, a scaffold is something that is a support, but we want to be able to take it down and leave that child more successful than they were with it. One thing that I want you to think about is we need to limit teacher support. And a lot of places, the teacher is the person that's giving all the support. But we also need to teach children that when that teacher goes away, they still have themselves left and they still have the text. And we need to teach children to use those two things so that they're able, when teacher is no longer there, because we're not always there, that the student can still be successful.

So how can you do that? Well first you want them to prompt, and prompt them for themselves and say to the child, "What do you know? What can you try," and you want to celebrate, "Wow, you did that. How did you do that?" And make them figure out what they're doing. Which skill are they actually using. Are they using the print? Are they using the picture? Are they rereading? Are they chunking? Are they looking for familiar words that they already know? Once they're able to name that and figure out, "Oh. I know how to do that," then they're more likely to do it more often.

Use the text. Exactly where is that tricky part? It's not the whole page. It's not the whole paragraph. It might this sentence. "I don't understand this sentence." Again, as a child becomes more familiar with reading and becomes more confident, to be able to pinpoint the exact part that's tricky gives them that confidence to keep going. The third is the teacher. And this is where you can say, "Well does that make sense," or "Can you reread that," or "Get your lips ready."

Now you're doing a lot of the prompting. If you put yourself last as the place for support, you're giving them more ability to do it by themselves.

Also you scaffold with the level of text. And we talked about that. So in read aloud it's going to be above their level, and this is where you're really building on meaning and you're practicing ... You're modeling some of those reading strategies that we talked about. Shared reading, again, the level of text is closer to their independent level. Guided reading is on their instructional level. And independent reading is on their independent level. So that means that that struggling reader in your second grade classroom that's reading on a kindergarten level, should be reading a kindergarten book at that time. So that's where it gets tricky. Because now you need to have a library with lots of levels in it.

Also, for your second grade classroom you have a reader that's reading on a fifth grade level. We need to allow that student to read a book on that level. On their independent level. We can also scaffold with content. In the read aloud you're focusing on meaning, on comprehension. "What's the character doing? Why are they doing that? What would you do next if you were the character?" You're doing some predicting things. In shared reading, you both have the text, and you're using the print and meaning and you're discussing. You're talking about it. "Well what you do," or "Why do you think they did that," or "If you were in the same situation what would you do?" And you're talking about these things with students so that they're developing their own background knowledge.

In guided reading they're working on their level. And sometimes you could create an anchor chart which is just a piece of paper that shows some of those skills that you've worked on, and then refer to that anchor chart during guided reading so that the student can use the chart as a scaffold and not the teacher.

The last thing that I want to ... Well not the last thing exactly, but you're also scaffolding with the gradual release of responsibility. And it looks like the read aloud is, in a lot of teacher language, they call it the "I do." And that means I'm doing most of the work as the teacher, or as the adult in your after school program. This is the "I do," I'm doing most of the work. Shared reading and guided reading is in the middle and that's the "We do," because we're going to do it together. And independent reading is, "You do," because now you're doing it all by yourself. So in your role as a classroom teacher you want to make sure that you're hitting all of these everyday, and you're giving equal amount of time to them.

Now maybe you can't give equal amount of time to them every single day, but throughout that week you're giving equal amount of time. Because you might spend more time on a Monday doing a shared reading because you're really introducing it and you're talking about the meaning, and as the week progresses and you're working towards Thursday and Friday, now the students are able to do that more by themselves and so that takes less time. And maybe now you're spending more time in guided reading. But think about that as a week. And think

about that in your after school. If you could do three areas with them, if you could have a read aloud everyday. If you could do a guided reading while you're listening to them read, and maybe that happens during ... When you say you have independent reading time when they're doing homework. Maybe you're pulling up beside a child and you say, "Read this to me." And then you're listening to them and you're helping them with that. And independent reading is that time when they can read by themselves.

And I challenge you with this because ask yourself, "Who's doing the work?" If you the teacher or the adult in the room is always the one that's doing everything, and you're doing all the reading, and you're doing all the comprehension strategies, when are you allowing that child the safe environment in which to try some things and to work through it, and to feel that success of figuring it out? Because sometimes I think it's okay if they're struggling a little bit and then they have that aha moment where they figure it out. And to feel that power, and to gain that confidence, I think we do a disservice to children if we don't ever allow them to do that. So just challenge yourself to say, "Who's doing the work here?"

If you're interested in this or want some more information, I think again the book *Who's Doing the Work* by Jan Burkins and Kim Yaris is an excellent read. It's easy to read. There's lots of anecdotal stories that have happened in classrooms at different levels. So I think that's really great. If you're interested in independent reading, *The Book Whisperer* is a great book about how to foster the love of independent reading in any situation. If you're interested in shared reading and guided reading and how those work Fountas and Pinnell, their website has tons of information, and if you're ever looking for just recommendations for books, the website There'sABookForThat.com I think is a great resource just to find lists of books that you can use at any level, or books that they recommend for different students.

So I again, thank you for participating today. I appreciate all of the comments and questions that you ... I hope that you found it useful and could take something away from today. And I hope if you didn't take anything else other than want to share your love of reading with the students that you work with and to allow them to practice and read in a safe environment, I think would be a great thing to take away from today's lesson. So any questions?

Amy Moritz:

Lauren I just wanted to mention that you reference Jan Burkins a lot, and Jan actually did a webinar for us last year. So for those of you who may not have participated in that webinar, and you are interested in this topic of literacy development, you might want to look again on that archived webinar's page. I believe it was last year, I'm going off of memory, but she did I think at least one webinar for us. So I'm starting to forget, but anyway just wanted to mention that she has done some work for us. It is available.

If you don't see it on there, just reach out to your TA provider and we'll find it for you. I didn't see any questions come in Lauren. So for those of you who might

have a question but don't necessarily want to submit it here, please feel free to either reach out to ... Lauren is your email address on here at all or?

Lauren Sargent: Nope. I don't think it is. But it's just LSargent@SouthernTioga.org. So I don't know if Amy you could put that somewhere, but that's my email address.

Amy Moritz: I would just suggest if you guys have a question or if there was something that you weren't sure about that you'd like a little bit more information on, you're ... Probably your best bet is just to reach out to your TA provider and then we can forward the question to Lauren on your behalf, and send you information that you would need. So I do want to thank everyone for joining us today. Looks like we're ending just a little bit earlier. No one ever complains about that Lauren. So thank you so much, and again everybody this will be archived and available, I would say within the next day or two on the 21C website. You will get your electronic evaluation through email shortly, so please take some time to complete that.

And Lauren thank you so much for your time and attention. This was a great webinar and just as a reminder to everybody, please share the information with your staff or have them watch at their convenience so that we can pass on some of the information that Lauren was gracious enough to provide. So thanks everybody for joining us. This concludes today's webinar.