



# Guided Reading en español

## Product Overview

### **SCHOLASTIC OFFICE OF EDUCATIONAL ASSISTANCE**

Scholastic's *Guided Reading en español* program helps Spanish-speaking and bilingual students to build strong literacy skills in their first language, Spanish, and facilitates the transfer of these skills to English. Components include:

- Leveled collections of authentic Spanish-language literature and award-winning titles translated into Spanish
- Bilingual Teaching Cards that address essential reading skills, plus strategies for moving students into English literacy
- Teacher's Guide, which provides assessment tools and describes how to run a *Guided Reading en español* classroom

### **Instructional Content**

*Guided Reading en español*, which is aligned to the *No Child Left Behind Act*, supports literacy development in reading, writing, listening, and speaking. The program was created based on the research of Dr. Gay Su Pinnell, of the Ohio State University, and in collaboration with leading bilingual educators. Teaching Cards list websites for additional learning related to the content area of the selected book.

### **Phonemic Awareness**

- Children hear, identify, and work with rhymes.

### **Phonics**

- Students read words with letters unique to the Spanish alphabet, such as ll and ñ.
- The Word Study/Phonics portion of each lesson helps students approach unfamiliar words, expand their knowledge of spelling patterns, and gain awareness of structural and grammatical aspects of word use in Spanish.

### **Fluency**

- Children reread books by themselves, chorally, and in pairs.
- Teachers comment on how students' read each sentence, noting if they read with expression and ease.

### **Vocabulary**

- The program introduces high-frequency words and story words.
- Children learn to use context to gain the meaning of unfamiliar words.
- In each lesson, key words and content words from the selection are listed with their English counterparts.
- The Teaching Cards provide Spanish-English cognates to aid vocabulary acquisition.

### **Comprehension**

- *Guided Reading en español* provides students with a full range of comprehension strategies, including using prior knowledge, recognizing sequence, summarizing, and examining story grammar structure.
- Each lesson includes a discussion of the book, including content, character traits, and illustrations.

## **Instructional Design**

In guided reading, the teacher works with a small group of two to six students who have similar reading behaviors, abilities, and needs. The grouping is dynamic; each student progresses at his/her own pace and is regrouped as necessary. **Guided Reading en español**, designed for students in Grades K-3, follows the following procedure:

1. The teacher selects an appropriate book for each group, using as guidelines the *Characteristics of Text* and *Behaviors to Notice and Support* that are listed in the Teacher's Guide. These are based on the reading skills of children whose first language is Spanish.
2. The teacher introduces the text to prepare students to read it with minimal teacher involvement and to support their later attempts at problem solving.
3. Each student reads the entire text independently. During brief interactions, the teacher prompts and encourages the students' attempts at word-solving and interpreting information.
4. The teacher and students engage in meaningful conversations about what they are reading and revisit the text to demonstrate and use a range of comprehension strategies.
5. The day after a new text is read, the teacher records the ability level of one child and notes any progress. The *Teacher's Guide* contains a list of *Behaviors to Notice and Support* for each level of the program and various assessment tools.

## **Assessments**

The **Guided Reading en español** program contains assessment tools to help teachers evaluate the appropriate reading levels for young readers and to note their growth.

### **Screening/Diagnostic**

Observation. Teachers observe students at the beginning of the year to determine what foundational skills they have and to identify potential skills needs. The program provides guidelines for systematic, rather than random, observations. Teachers observe students throughout the day in a variety of settings, such as during small-group and whole-class instruction, during independent reading time, or in the classroom library. They focus on one student or several at a time to closely watch and assess: oral language ability, attitudes and interests, and specific behaviors related to print and book-handling.

Teachers continue observations throughout the year, using the program's list of *Behaviors to Notice and Support* provided for each guided reading level.

Reading Records. Teachers take Reading Records to evaluate students' reading proficiency at the beginning and end of each grade level. In this process, the teacher chooses a **Guided Reading en español** Benchmark Book for a student to read aloud. The teacher records the student's correct reading and miscues and then tabulates them. A student should be reading approximately 94% of the text accurately to be at the appropriate instructional level.

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### **Progress Monitoring**

Teachers take Reading Records every six weeks or less for emergent readers or those who are experiencing difficulties, and at the beginning, middle, and end of the year for more fluent readers. A child's portfolio contains the results of Reading Records and teacher observations. The Teacher's Guide includes a reading log to track the books children read as they move through the program.

### **Motivation and Engagement**

Teachers select titles from a broad range of topics and levels of difficulty to accommodate different student interests and needs. Books contain colorful illustrations, relevant photographs, and informative diagrams. Teachers introduce books in ways that are engaging, arouse curiosity about a topic, and encourage students to read for information and enjoyment. Students become more motivated and engaged readers, because they read books at their level of understanding of language, concepts, and decoding strategies.

### **Intervention Strategies**

The ***Guided Reading en español*** program matches books to readers through a leveling system that supports the skills and abilities of students whose first language is Spanish. Therefore, both struggling readers and more advanced students are able to build on reading success. As students move through the program, teachers constantly balance the difficulty of the text with support for students. If some students need extra support for a particular text or the selection is too difficult for most of the group, teachers can use shared reading, instead of guided reading, for that book. They then select an easier book for the next day. At-risk groups meet with the teacher every day, compared to five meetings over a two-week period for more advanced students. The guided reading process places struggling or below-grade readers in smaller groups that meet for shorter time periods.

Teachers use the ESL Bridge on the Teaching Cards to help students transfer their skills to English. This feature consists of three language-based activities directly connected to the selection at hand. The activities are geared toward using Spanish-speakers' grounding in their native language as a foundation for their transition to literacy in English.

### **Home-School Connection**

Students bring home the program's level-appropriate, enjoyable books to share with their families. A letter, available in English and Spanish, describes the ***Guided Reading en español*** program and ways for family members to help their child become a successful, independent reader. Parents learn strategies to use before, during, and after their child reads the stories and selections.

### **Professional Development**

The program's *Guided Reading and Spanish-Speaking Children* Professional Paper, written by Enrique Puig of the Florida Literacy and Reading Excellence Center, examines key research findings about second-language learners and their application in a guided reading classroom. This professional paper investigates the importance of reading and language arts instruction in a students' first language in order to build the necessary skills for English Language acquisition.

The ***Guided Reading en español*** program is largely supported by the *Scholastic Red* online, interactive course "Guided Reading: Making it Work in Your Classroom," which provides teachers with research-based guided reading strategies and support. The course covers how to assess and group students, and how to match them to appropriate books. It includes the following components:

- Master teachers modeling guided reading strategies online
- Interactive simulations in which teachers can practice new assessment and teaching strategies
- Course guides and resources for teachers, reading coaches, and principals
- Opportunities to collaborate online with colleagues and reading specialists

Two on-site *Scholastic Red* Reading Achievement Workshops, "Making Guided Reading Work in Your Primary Classroom" and "Making Guided Reading Work in Your Intermediate Classroom," help teachers lead their students toward becoming independent readers through the guided reading process. Teachers learn how guided reading can improve student reading and raise achievement, how to group students according to instructional level, and how to match readers to books. They learn about flexible grouping strategies, the process for small-group instruction, and classroom management techniques.