

STARI Reading Guide

STARI's reading format provides scaffolds to expand students' reading confidence.

- ▶ Lesson pacing allows students to build their stamina for reading on their own.
- ▶ The routine provides a structure for accessing the texts in manageable chunks.
- ▶ Students get support in applying Reciprocal Teaching and other comprehension strategies as they read.
- ▶ Teacher-led discussions model the types of interactions with text that stronger readers carry out independently.
- ▶ During partner reading, which alternates with guided reading, students have the opportunity to practice reading strategies more autonomously.

Guided Reading Guide

| Components of guided reading | |
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| Recap | <ul style="list-style-type: none">• Briefly summarize what students read the day before.• Ensure everyone is clear about characters, plot.• Can serve as a check-in that students did and understood the partner reading. |
| Interactive vocabulary preview | <ul style="list-style-type: none">• Write the words on the board.<ul style="list-style-type: none">- This helps students see word parts and spelling patterns.• Use interactive techniques to explore meaning.<ul style="list-style-type: none">- e.g., “give an example of...”- e.g., “who can show us...” |
| Set purpose for reading | Setting a purpose for reading helps students focus on main themes when they read. |
| Students read silently | <ul style="list-style-type: none">• Short chunks of text help students access the text and build reading stamina.• Focus is on comprehension.• Students get support in applying Reciprocal Teaching and other comprehension strategies. |
| Questions for discussion | <ul style="list-style-type: none">• Discussion helps students move beyond surface understandings of the text.• Teacher-led discussions model the types of interactions with text that stronger readers carry out independently.• All students should have a chance to talk.• Students should look at, listen to, and respond to each other.• Students can re-read the text when answering questions or making a point of their own. |
| Sum up | Summing up allows students to see how the story develops, to make connections between readings, and to anticipate and to predict what might happen next. Try to elicit the summary from students, and scaffold as needed. |

Guided Reading Tips

- ▶ Always preteach challenging words and set a purpose for reading. These are important scaffolds for comprehension.
- ▶ The “purpose for reading” question helps to focus students on what is important and is often motivating, too.
- ▶ Select from the questions provided—don’t try to ask them all. Feel free to ask your own questions, too.
- ▶ Hold your guided reading group in a circle, so students can see each other. This sends the message that students should build on each other’s talk. If this isn’t possible, group students at tables or desks to encourage discussion.
- ▶ Consider posting sentence stems (“I agree...,” “I disagree...,” “In my opinion...,” etc.).
- ▶ Redirect students to the text if they have trouble responding.
- ▶ Encourage students to quote from the text in support of their interpretations.
- ▶ If students speak softly, repeat their words.
- ▶ If no one responds, or if the same students always respond, ask students to talk in partners or small groups, and then call on each group to share their discussion.

Partner Reading Guide

| Partner reading components | |
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| Assign partner reading and workbook pages | Partners read silently and work together to complete comprehension activities in the workbook. Working in partners lets students practice reading strategies more autonomously. |
| Set purpose for reading | Setting a purpose for reading helps students focus on main ideas. |
| Preview workbook | Preview today's assignment in the student workbook. |
| Pre-teach challenging words for partner reading | Write the words and phrases on the board. Quickly define the words to prepare students to read and comprehend. |

Partner Reading tips

- ▶ Plan to post the partner reading assignment prominently—the pages to be read from the book and the workbook pages to be completed.
- ▶ Have a plan for who each student will partner with and where they will work.
- ▶ Make sure norms for partner work are clear and that you hold students to them.
- ▶ Circulate during partner work, encouraging students to discuss the workbook prompt together and talk over meaning, not just write responses.
- ▶ Commend students when they work productively as partners.

Should I run two groups?

- ▶ Aim to have guided reading groups that are no larger than about 10 students. If you have more than 10 students, try to run two separate groups. While you run guided reading with Group 1, Group 2 works on partner reading. While you run guided reading with Group 2, Group 1 works on partner reading.

If you run two groups:

- ▶ Try to assign some of your more independent students to each group, and try to make sure that students who work well together are in the same group.
- ▶ You may want to work with all students in one group for a few weeks, so that they learn how to work in partners and can complete the partner work activities somewhat independently.
- ▶ On the very first day with two groups, you'll need to occupy Group 2 while Group 1 does guided reading. For example, you could have them work on that evening's homework. After that, while Group 1 does guided reading Group 2 will do partner reading, and vice versa. Group 2 will be reading one section behind Group 1 in the book. (For example, while Group 1 does guided reading with pages 10 – 15, Group 2 will be doing partner reading with pages 5 – 9. Next, Group 1 will do partner reading with pages 16 – 20 while Group 2 does guided reading with pages 10 – 15.)
- ▶ Make sure that the partner work group is settled and productive before you start work with the guided reading group.