

Transcript: BOOK CHOICE

How do we choose appropriate books for struggling readers?

Book choice 1 INTRODUCTION TO BOOK CHOICE, Maryann McBride, Clemson University

Success will build success and that's why, you know, in every lesson with children who struggle, we want them to be successful. We want it to be easy enough for them to learn, not just easy or not just hard. I think a lot of these kids it's just too hard for them what they're being asked to do. You can't learn when it's too hard and you're not going to learn when it's too easy. You've got to find, like Goldilocks, just right. And that's where it's easy to learn.

S: (reading) Where are you going, Aja Rose? I'm going to (pause) st – st -stand on my head.

T: Go ahead, turn the page.

S: (reading) Where are you going, Ada Rose? I'm going to jump on my bed. I'm going to jump on *the* bed.

And see that's where I think Aja Rose provided an opportunity to make it easy for him to learn, to use what he's good at - these pictures, but now he has some of these letters to figure this out.

Book Choice 2 **BOOK CHOICE, LEVEL 4, Emily Garrett, Springfield Elementary**

Book choice is a very hard thing to do, because it goes back to knowing where your students are, knowing what they're capable of doing. You don't want to give them something that will frustrate them, but you don't want it too easy so there's no work for them to do. You want that happy medium and make sure there's 2 or 3 places where they're going to have to work, and then keep the other simple, so they're able to read the text and understand the story, but again, to find a just couple of spots where you want them to do what you've taught them. You want them to have success. It's not that we're trying to trick them by any means. We want them to enjoy stories, and know that stories carry a meaning, and in order for them to enjoy that reading, they have to have that feeling of success.

Moving between levels and across levels goes back to following your students, knowing where they are and where you want to take them. In order for them to move forward we have to choose books that lend themselves to what we've taught them, and take them to the next step: OK, I can do it here in isolation, now let me do it here among the other text.

T: I'm going to get started with an easy word – go – write go as fast as you can. Go. What word, T?

S: Go

T: Good. Good M. All right, erase go.

Let's practice that part – start with up, and let's read that part together, ready? Up goes the bird. Show me the word that says "goes."

T: All right, now if you cover up the es, what part do you know?

S: Go.

T: Go. And then we have to read a little further, and make it say goes. Do you see how that word looks? Up goes the bird.

So let's look at *Kitty cat and the bird*. When you're reading, just like we did with goes, I want you find some parts that you know, and check all the way to the end.

The group that we just saw currently are reading level 4. We just moved into level 4. We were in 2s and 3s for a while to make sure had 1-1, knew how to get words started. I was looking for a book that lent itself to what we've been talking about – the endings, and finding those parts, and this book is full of that. It's also a story boys and girls really like *Kitty Cat and Fat Cat*, and once they get into the series, they can see how *Kitty Cat* is always causing trouble for *Fat Cat*, which sometimes you think it would be the other way, but she's the one who really bothers him a lot. So I felt like they would that part of it, the animals, and seeing how *Kitty Cat* bothers *Fat Cat*, I thought the boys would enjoy that, and it lent itself to what we've been working on.

From previous lessons we've done, I've based my book choices on what we've been exposed to in that previous text. Like *Little Chimp and Big Chimp* was going to lead into *Kitty Cat and the Bird* because in this story, there are the endings and looking for those parts that we've already done. There are just a couple of places here that have those endings. (shows book) In *Little Chimp* it's got going – they've been clapping that, and finding the part you know, and then searching a little further for the endings. Again, trees and tree – and we've talked about how our eyes have to search all the way to the end to see those endings. So this story lends itself into *Kitty Cat and the Bird* because it also has looking, sees that they had to search further, but it also took it a step further because cannot was in here, so the students had to see find the two parts that they knew, can and not, and then notice that that was one unit this time and goes together. I was hoping that by doing "going," and "looking," and "sees" here, it would lend itself to this part as well.

Book Choice 3 **BOOK CHOICE, Levels 10-11, CC Bates, Clemson University**

The book that I chose for his new book today was *Mushrooms for Dinner*. And I selected it for a couple reasons. One it's a familiar character and I knew that was important. I was moving him up today from a level 10 to an 11 and I always want to make sure there's some kind of support in place and so those familiar characters and what he knows about the characters and what they do will help support him in the reading of this particular new book. So that was one of the reasons why I selected it. The other reason was any time I am selecting a new book for a child, one I'm thinking about the sequence of text so it's not just about this book today but about where I'm taking him down the road.

Every time I select a book for a child I go back and I read that book for the meaning with this child in mind you know where am I in helping him construct inferential thinking, in his thinking about literal understandings. So I do that and then I go back and I go page by page because in addition to thinking about the meaning of this story I'm also looking for opportunities in this text for him to for example take words apart or come into contact with high frequency words that I know he knows and that will contribute to his automaticity and the fluency that's going to feedback into meaning to make a feed forward mechanism into the text.

Or is it something that he knows something about. And given the combination of the story that meaning and the structure he'll be able to use that to problem solve because that's what I ultimately want him to do. I want him to develop an integrated processing system where he's using meaning and structure and the graphophonic information, that visual piece. So I went through the text page by page and I make notes on my lesson records about the things that I think he's going to be able to solve. And also things that I think I may have to come in and support and I actually will even record in my lesson records ahead of time, if he comes to the word some and he balks, what am I going to do to come in and support him. So it may be that I say to him you know a word that looks like that and I'll wait and see if he says come and if he doesn't then I may write the word for him and then prompt again you know these, these words both have a part that sounds the same and looks the same.

When I have five kids in front of me for a small group that is different because I now have to take into account five individual processing systems instead of just one. So some of the things that I do are similar. I still am thinking about a sequence of tasks where I'm taking this small group and part of that then is going back and making sure that the text that I have lined up on a day to day basis are presenting the opportunities for this particular group.

Book Choice 4 BOOK CHOICE Level 16, Ashinique Owens, Nevitt Forest Elementary

All the time book choice for this group I have to be really careful with the books that I choose, one because they have limited oral language, so they don't come to me with a whole lot of oral language or a whole lot of vocabulary. So with this being nonfiction text, I had to think about the things the book is talking about, OK, what am I going to have to give them, what concepts – like I knew they weren't going to know knead, so I gave that to them. In choosing books, I make sure they're not too many things that I have to give before the reading, because that kind of defeats the purpose.

I do provide them with different structures because they need to see how books work, and they need to have that experience with the different structures that books have.

That's why I picked this book. I picked this book because it just has a few concepts I needed to give them. Book choice is important. Book choice is important as well as what your children are interested in – like I said, my two boys over here, they love any kind of nonfiction text, while my girls will read pretty much whatever. So making sure that they're interested and they're engaged in the reading and learning.

BOOK CHOICE Level 20, Elizabeth Arnold, Hodges Elementary School

I picked this book, #1 because it has a character from Guided Reading books, Nelson. Nelson's pretty well known. These kids didn't have a connection to that, but I do like to use some known characters. It has a great story. It had a great place for me to stop and let them make predictions in the middle of the story, so that was another reason. It also had the sight words that we've been working on, and I knew that it would allow for taking apart words, which is what I've been helping these kids with doing as well.

How do we use observations and running records to adjust book choice?

How did the teacher evaluate her book choice based on observations of her children's reading?

Book Choice 5 OBSERVATIONS FROM LEVEL 4 TEXT Katie Babb, Springfield Elementary School

What I notice with the level 1s, they're all so patterned, once we felt like they had the 1-1 pretty much under control, we wanted to get them out of those early levels, because they just use the pattern, they get so used to that, so they don't have to hold onto any of the print as much as they would in some of the easier higher levels.

We are just starting 4s. When I look back, we've done 2 other 4s and they've been very patterned, we've stuck to a patterned text. This is the first one that wasn't as much of a pattern as beforehand. So my focus for this lesson, I've noticed that their sight words are not where they need to be, so these Rigby books are just full of sight words, so that gives them lots of practice and they can come back to some of those easier sight words they've seen in the earlier books, so that's why I wanted to stick with these kinds of books. Also I wanted them to continue to get it started and look farther. I feel like, from the notes I took – for the most part – they did get it started – but to continue holding up the meaning while using the visual.

They're using the first letter, but I feel like the meaning fell away, and I had to prompt a lot, think about the meaning, what would make sense.

T: Is he going up the big tree?...

S: Is looking...

T: Stop, you're not thinking about your story at all. Stop, now you got it started, think about what would make sense.

You come back and read this page.

Get it started.

S: Looking fun

T: Looking fun? Would that make sense. No, is looking –

S: friends

T: What's he doing? He's looking – fff

S: for Little Chimp

T: OK, so do you see ?

S: He's looking for Little Chimp!

T: He's looking for Little Chimp. (To other student – Keep going). So when you get here, you've got to start thinking about what would make sense. Go back and let me see you do it again.

S: Big Chimp will

T: (to other student – Come on, D)

S: ww – aa –

T: What is he doing? Think about your story, what is he doing?

S: Big Chimp www

T: What did he do? (motions to picture)

S: Wakes up

T: Now, C, do you see, you've got to use the first letter, but think what would make sense. We're not just reading words.

When you think they've got something, and you move onto something else, you've got to think, wait a minute, you've constantly got to hold up, go back, like even some of the sight words I thought she knew from earlier levels, once we moved away from those and haven't been working on those as much, it seems like we need to go back and work on some of those things as well. So it's constantly that juggle between holding up the things we've already worked on, and continuing to strengthen them as we move on to the new things as well.

So I'm thinking maybe I should go back and do some more of those patterned text so there's not too much work in them, because I feel like for some, particularly these two over here, I worked a lot with them, and typical we only want them to work 1-2 times in the new text so that the meaning doesn't fall, they don't lose the meaning of the story.

Book Choice 6 **EXAMINING PREVIOUS RUNNING RECORDS, Katie Babb, Springfield Elementary School**

So after reading BC and LC, I went home and I felt, after looking at some of the previous running records and what they did yesterday, I felt that the text was too hard for them. They lost meaning and I realized very quickly that the sight words needed for that book weren't there, they weren't firm, so I needed to back up and go back down to level 3s to firm up the sight words they were missing and just – because yesterday their meaning wasn't there, it was just too much work.

I (shows running record) looked at this one, this was a level 3 – Matthew and Emma – in general when I look at this, she is working on sight words – almost every error she had was a sight word error. She's using all visual information, but she's still very confused with the sight words, and you can tell the visually similar ones, she's really struggling with – like she's reading like for look, to for at, she didn't know me, she did that on every page – look or like, to for at, and down here she read to for on, so I don't believe she's looking left to right consistently with these sight words, and she is having to work on every one of them just about through the whole text. So I feel if we go further, the sight words get harder, there are more of them, and she doesn't have a firm grasp on these easier ones, there's no need to move her onto harder ones, we need to back up and firm those up for her.

I: And was that consistent in the other records?

T: Yes, here you can tell it's sight words she's working on – look for the, at for boy. This one was better, but this was a patterned text, so it really reveals that when we take away the pattern, she does not know these sight words. That's major, and it wasn't just her, G and D are both still struggling with those as well.

I also looked at some of the other running records as well, and it was a big aha, these patterns were coming up across all three of them for the most part.

Book Choice 7 **READING THE LEVEL 3 BOOK, Katie Babb, Springfield Elementary**

So I introduced a new book, went down to a level 3, there again, these Rigby books are full of the sight words, so they get lots of practice with that. We went through and I tried to really make sure they really understood the story, because yesterday even the meaning wasn't there.

T: We've got a new book today. We're going to read a book called "Jack and Billy." We're going to read about these two little boys and they are playing with old boxes. It's fun to play with old boxes, and they have a lot of them. So we're going to read and see what Jack and Billy do with these old boxes. Jack and Billy. Who are we reading about in our story?

S: Jack and Billy.

T: OK, good. So look – look at Jack? What's he doing, C?
What did he do with his box?

S: He painted his box and then he made a boat.

T: What did he make it look like? What do you think?

S: A car

T: Oh, see the wheels, see the lights? Well that's a fun thing to do, right?

S: Here I come – I

T: Make the sound –

S: Cc-

T: What would he say?

S: My car

T: Now look at this. "Here I come, in my car." Does that make sense? Yes, so get it started, and then think about your story – what would make sense. Yes, go ahead, G.

S: Look at me, said Jack.

T: That makes sense! So see, what do you see here?

T&S: My.

S: Come in my car, Billy, said Jack.

I checked and we did the little conversation after the reading, and I felt that they had a good understanding, and the things they were saying made sense, from my notes. So the meaning was much better today than it was yesterday, they held that up from what they did yesterday, so I was glad of that, I thought this was a good decision to go back.

T: In the story when we were going through it, G__ said, "He didn't want to get into Jack's car." Did you hear her say that? So let's think, what did Jack do for Billy, because, look, he was clearly not happy. So C, can you tell me what happened?

S: He said No.

T: He did say no, but what did he do at the end to make Billy happy? What happened on this page?

S: He let him get his own car and stopped forcing him to get in his.

Book Choice 8 **CONCLUSIONS FROM THE RUNNING RECORD, Katie Babb, Springfield Elementary**

S: (reading; teacher taking running record) Look – look – Come here, Billy. Look Jack. Look.
(rereads) Come here Billy, said Jack. Look.

So, the first error that she had was she said Billy for brmm, which made sense and looked right, but she self corrected that, which was good. And then she came down here and said “Come,” and then immediately fixed it and said “Here I come.” Then back here on page 12 she said “Look,” and she fixed that one, and then she kept going and she said “look” for “said” and then she got down here and she knew, wait a second, so she went all the way back up here and she fixed “said” – self-corrected that one. Then on page 16 she got to “Here” and said “brr” and fixed it at the point of error. So she fixed all the mistakes that she made, which is good, but still, there are so many sight words in this book, and she’s still really having to work on the sight words. She goes really fast, and she just wants it to make sense, and really I want her to start looking and noticing, - I’m glad she fixed it, but I want her to begin to notice, not to work on “here” so much.

So she read this book at 100%, but when you go back and look at the running record, it’s very evident that she does not know these sight words, and she’s not looking when she’s reading. And even though she fixed them all up, there’s still a good bit of work here. There’s still a lot of work we have to do before we move on to any harder text. It’s just an eye-opener for me, how much work this was.