**Guided Reading Sample Lesson Level 17 Day 2**

**Grade 2, Angela Rardon, Nevitt Forest Elementary School, Anderson School District 5**

**Teacher Commentary** *(J= Joanne Durham, Interviewer; A = Angela Rardon, Lesson Teacher)*

| **Segment** | **Transcript** |
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| **Running Record and Teaching Point** (1:51) | J: Thanks Angela again for talking with us about your work with these second graders. So today you took a running record on yesterday’s new book. Can you talk a bit about what you learned from the child?  A: Sure. I took a running record on \_\_\_\_ on the portion he was in charge of yesterday, of course, since that was what he had already read. I was really excited when I took the running record because some of the things I praised him for yesterday came out of his mouth really quickly today. So I could tell he really understood the story.  J: Can you give us an example?  A: Like yesterday he had to self-correct when he said “day-ger” for “danger,” but today that part was fast and fluent. So I know he didn’t just remember it, he was thinking about the whole story as he was reading. And then I can tell that he has a good processing system in place because there was a word today where he broke “whistle” and he said “wist – el” and then really fast he self-corrected again based on meaning to “whistle.” So I can tell from the work that he did in the new book yesterday and his running record that he has a good process in place now.  J: Fabulous. So when you talked to him – the teaching point – what did you say?  A: I praised him again for that processing because that’s what we want. He’s really thinking about the story so I’m going to praise that every time I get it. And then I’m working with him on fluency and trying to echo throughout that whole group, so he really is heeding punctuation more than he was, so it sounded fluent and expressive. Then I just asked him a quick question comprehension-wise.  J: So the teaching point doesn’t always have to be something new, it can be reinforcing the things you saw that were positive.  A: Absolutely. I try to praise them if they have something going on that I want to see again or I want other kids to emulate. So definitely the teaching point could be a praise. |
| **Shared Writing: Supporting Student Composing**  (3:01) | J: And then you went to the writing. So talked to us about how you decided to do shared writing with this group, and what you saw it accomplishing.  A: I’ve moved more to shared writing with this group because I want to focus more on the composition of the sentences and does it sound like it would in a book, because their oral language is a little weaker for most of them as far as the grammar goes. So I want to reformulate if necessary. Also by doing the shared writing it takes out the mechanics part, where they have to worry about, am I capitalizing, am I spelling it right, did I space, and they can focus on the composition portion.  J: And what did you see from doing that?  A: I was excited and a little surprised because for the most part I think they are composing a sentence that goes well with the topic sentence, which is what we were focusing on. I had to do very little reformulation. I tried to ask some probing questions to get them to give me more information but for the most part I feel like they are there, so I’m going to start to shift from the guided writing to the independent writing. While it may not be as lengthy or detailed as what we did together, I can see that they are at the phase where they can compose and get it on paper themselves. So it was informative for me.  J: And what were some of the kinds of things you thought about doing when, like with the last child, when you saw that he needed a little more support?  A: I called in some other kids to give some support as well, “could we say it this way?” I tried to ask him some questions as far as going back into the text, because yesterday when they wrote their answers on the post-it notes, I wasn’t concerned with sentence formation. I was just concerned about the comprehension. So today when we were composing the sentences, I felt that he was just reading from his post-it note instead of trying to compose it into an actual sentence. So I was trying to ask him, when he said “it”, well, who was it? To try to lead him to that. I almost did have to place in his head the composed sentence, so “could we say it this way?” He had all the pieces but he is still weaker on the composition part.  J: And then when you said, “So, how could we put this all together?” you were helping him to see that all these thoughts come together.  A: Exactly. And we can’t just say “it” because the audience might not know what “it” is; they didn’t read the book.  J: Anything else you want to add about today’s lesson?  A: I feel like they are ready to move onto more independent writing, just knowing it’s not going to be as detailed. But they are going to need the practice of putting pen to paper themselves.  J: But now they know they are capable of that kind of thinking.  A: Absolutely. |
| **Word Work**  (1:24) | J: Then you ended with some word work. Talk about how you chose to do what you did there.  A: I’m still trying to get some more word work in for that group because they are weaker when they write independently. I want them to realize that there are things that they know quickly that can help them get to things that they don’t know. When \_\_\_ told me “thump” right away I thought that would be a perfect word to go to word work with, because “jump” was a first grade word wall word for them. So I know they all know “jump.” They’ve read it many times and they’ve used it in their writing, so I thought that would be a great one where we can talk about using a part they know to get to unknown parts. So I had them write a few examples to reiterate to them that if you know a part you can get to words you don’t know; you don’t just give up. I wanted to make that connection to the word wall and to words that they know.  J: So talk a little more about the connection to the word wall with that.  A: I think a lot of times our kids think that the word wall is just colorful stickers up on the wall and they don’t really use it as a resource in their writing. So any time I can draw their attention to the word wall – again, “jump” isn’t a second grade word wall word, but it was on the first grade word wall, and two of those kids I’ve worked with in first grade as well, so it’s letting them know that these words up here are a resource for you and it’s not just those words, they might help you get to another word too. That’s something that doesn’t come naturally for them, so we have to model that and teach it. |