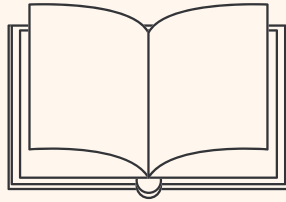




GUIDED READING



How to Help Your Reader at Home

Learn simple methods used by master reading tutors
and accelerate your child's reading progress!

www.myhighimpacttutoring.com



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Introduction

3.



HI! I'M MISS LINDA!

I'm Linda Rumpf, and I am an online reading tutor. Should you have questions or need assistance, you can get a consult! I'm only a phone call away!

CONTACT INFO

I'm at 859-878-4924 or rumpflinda@gmail.com
The web link on each page is live, so you can click to register for a free reading assessment at any time.

WHY THIS BOOKLET

Record numbers of U. S. children are failing to read on grade level. Even if all families could afford private tutoring, there are not enough tutors to serve the huge number of students who are behind in reading. Thus, parent involvement is crucial to closing the "reading gap" in our country. When a child tutors with me, and parents continue the work on the other days of the week, my data shows those students can cut in half the time it takes them to progress.

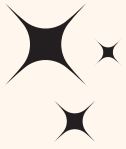
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YOU CAN DO THIS!

Though I am both a trained teacher and have advanced training in reading intervention, I realize that, if they know where to start, many parents are capable of teaching their child. I could not include all my techniques in a booklet this size, but anyone who can read and make consistent time to listen to their child read (with a little of the right kind of help) can make a huge difference in their child's reading fluency.

When a remedial or beginning reader reads, it is easy to identify their mistakes, or “miscues,” as reading interventionists call them. Tuning in to the reader’s exact miscues, plus a few basic concepts (phonics, syllabication, vocabulary building, and choosing the right books), is the beginning of a very good home reading program.

It takes only your commitment--**30 to 60 minutes per day, 3-5 days per week**, and a little planning (getting books from the library or online). This lesson frequency is recommended for maximum gains. With me--a professional reading teacher--a child typically gains a grade level in reading fluency in approximately three months of tutoring twice per week. Consistency counts, but every little bit helps! Do what you can; just know that more practice will result in faster gains.



Lesson Flow

5.

BASIC FLOW

During each lesson, begin by having the child read aloud for about half the session (10 min for a first grader, progressing up to 30 min by grade 5 and above).

While the child reads, write down all mistakes or “miscues.” That list then becomes the basis for the second half of the lesson (another 10–30 minutes). Then, you will teach the specific pronunciations (letter combinations and their correlating sounds) identified by the miscues.

ALTERNATE FLOW

Some children do better going over lesson concepts before reading. This requires prereading the text and forming a list of vocabulary words and one or two letter combinations you think might be new or challenging for the child and “pre-teaching” those in the first half of the lesson, before you read.



Phonics: Word Families

6.

LOOKING AT PATTERNS

When you look over your list of the words the child mispronounced or did not know, first look for similar words, such as “rain” and “hair.” These words, as you can see, both have the vowel combination of “ai” in them. Let’s say the child said “ran” and “har” instead of using the “long a” sound for “ai.” Now, you know that they need practice with the concept that “ai” makes a long “a” sound (“ay”).

Make a list of other words which have the letter combination or pronunciation pattern which the child did not read properly, and show them the list. I often quickly google up a list on my phone, if I need a few more words in the moment. Words which follow similar patterns form a “word family.” When we look at a word family for practice, the child usually catches on and learns the pattern after viewing about ten words at their instructional level.

Children have varying abilities to remember things after one or more repetitions, depending on age and individual capacity. A bright child with perfect working memory may need only a few repetitions of a lesson to have it firmly memorized. Children with working memory deficits or other reading issues may need more repetition.



Syllabication

7.

THE SIX BASIC SYLLABLE TYPES

1. The **open syllable** ends with a vowel. The vowel is generally pronounced with its “long” sound. (o/pen, clo/thing, bro/ken.) When we talk about the “long” sound of vowels with children, we say: “The vowel says its name.”
2. The **closed syllable** has the vowel between two or more consonants. We say: “It makes it’s “squished,” or “short” sound.” (crack/er, hot, sam/ple, con/tact)
3. The **silent “e” syllable** ends with a silent e. There is a consonant before the “e” and a preceding vowel before that. The silent “e” makes the preceding vowel “say its name” (its long sound). (bone, cute, stare, line)
4. The **“bossy r” syllable** has a vowel before an “r” in the word, usually at the end of the syllable. No matter what the vowel, when followed by r, it generally says “er.” We say: “R is bossy and growls at people...it grabs the vowel and says “errrrr.” (word, hurt, firm)
5. The **vowel team syllable** has two vowels next to each other; the first vowel is long and the second vowel is generally silent. We say: “When two vowels go walking, the first one does the talking.” (rain, hear, boat)
6. The **“-le” syllable** ends with a consonant plus “le.” The sounds of the “l” and the “e” are reversed, and the “e” sounds like “uh.” So, -le sounds like “uhl.” (han/dle, sprin/kle, pud/dle)



Pronunciation Marks

8.

Short vowel gets a
"smiley" over it.

Placing a pronunciation mark with a vowel or consonant can help readers remember the rule.

These are the ones I use most often



Cat.

Long vowel gets a straight line over it.

Home

When "a" says "ah" it gets two dots over it.

Father

R-controlled vowel ("er")

Hurry

Schwa: The "schwa" looks like an upside down and backward "e"; used when vowel sounds like "uh")

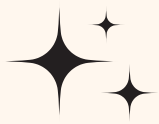
Welcome

Soft "c" sounds like "s" (This mark goes below the letter.)



Face





Letter Sounds and Blending

9.

TEACHING LETTER SOUNDS CORRECTLY

Most children learn their letters using the “ABC” song. This can create confusion with some children, who end up pronouncing letters within words the way the letters are “named,” instead of using just their sound. Make sure the child does not say “bee” for the letter “b,” for example, when sounding out a word. i.e. for the word “boy,” a child who is confusing letter names and letter sounds might say “bee-oy.” Say the letter sound for the child and you can show them the way your mouth forms differently when you say “bee” as opposed to just making the sound “b.”

BLENDING

Blending requires that we run the letter sounds together fluidly when saying a word. Even if the child knows to say just the letter sound instead of saying the letter’s name when sounding out a word, they may still have trouble blending, especially with consonant blends. To teach blending, you stretch out the word, emphasizing the vowel, such as “k-aaaa-t” for the word “cat.” You can show them how to “hang” the onset (first) consonant sound onto the vowel that follows: kaaa, and then add the final sound. Or, you can try emphasizing the vowel and adding the final sound before putting it all together with the beginning sound. i.e. “aaat” and then add the “k” sound at the beginning.

USING SYLLABICATION WITH BLENDING

A dyslexic child who understands basic blending will sometimes take letters out of order in a word and blend those together, instead of blending from left to right in the order that the letters are written. If this happens, draw little lines to break a word into syllables so the child can see the parts in order and have smaller units to deal with. A child who is guessing might see the word “potato” and say “pato” and then change it to “patio” to make their guess into an actual word.

If you syllabicate the word for them like this: PO TA TO and then ask them to say just the first syllable, they can more easily see that it says “Po.” Then “tay” and “toe.” Use a different color when showing the syllables, so the downlines don’t get confused with the letters. Before you get to the last syllable, they probably will already have figured out the word is “potato.”

When you divide the word into syllables, you can remind the child about syllable types. Recall that the reason the vowels are long in each syllable of “potato” is because they are all open syllables (end with the vowel). You can make it a question: “What kind of syllable is this?” and then, “Yes, it is open, so what does the vowel do?” (says its name). If they still need more help, you can place pronunciation marks over the vowels as an additional visual cue.



Choosing Books

11.

TEACHING AT INSTRUCTIONAL LEVEL

It is important to provide reading material which is at the child's instructional level. If a book is too hard, we say it is at the "frustrational level" for that child. Instructional level is where the child may miss up to 10% of words, as they read, but most words are readable. As the child closes their gaps with the 10% of knowledge they are still acquiring, the reading level can be raised.

There are many books on the market which are called "leveled" or "decodeable" readers. These books are supposed to be rated for the type and level of words that are generally appropriate for the various grade levels. Some are better than others at doing this. The best leveled readers I have found are contained in the over 100-year-old McGuffey Reader set, which is still available and in print.

These readers contain beautiful illustrations and text. The included vocabulary lists are also done-for-you spelling lists. Due to the time period in which they were written, there is religious/"moral" content in the books. In the lower readers (1-3), the stories are simply about children doing acts of kindness. In the higher readers, there are passages from the Bible. If you prefer non-religious content in the upper grades, you can easily switch to secular literature for reading material. I often supplement with classic children's literature. Always check books to make sure they are at instructional level for your child (90% of words are readable for them).



Vocabulary Building

12.

ASIDES

Studies have shown that parents' practice of using asides during conversation provided mini-definitions for children of the longer words they use in their day-to-day speech. This practice increased literacy more than any other component. You can use asides while your child reads. If they get to a word they don't know, even with you pronouncing it for them, just say: "that's a _ _ _." Then give a short description of the word. These mini-definitions given "in the moment" are gold!

PICTURES

They say a picture is worth a thousand words. I, myself am a visual learner, and I find pictures very helpful in remembering things. So, I will often google up a picture of a word the child does not have in their vocabulary, and I find they remember the word better after that. I only do this with a limited number of words during each session, so as to not saturate the memory and start getting new words confused with each other. I keep new vocabulary (apart from the week's vocabulary list) to about three to six words per lesson.

SPELLING TESTS

Writing helps the memory, so I give the spelling list, taken directly from the story we are reading, at the beginning of the week, and have the child copy each word over several times and write a mini definition. Then I give a low-key (they self-correct it) spelling test on the last day we tutor that week.



Lesson Breakdown:

“Read First” Method

13.

READ FOR HALF THE LESSON TIME (10–30 MIN)

The child reads aloud to the listener from a book that is at their instructional level.

INTRODUCE NEW WORDS AS YOU GO

As the child reads, when they encounter a vocabulary word for which they do not know the meaning, give a short aside (conversational mini-definition). Stop and have the child write the word down on their vocabulary list for that lesson. Have them place a dash after the word and then write the mini-definition. They can also put the definition in their own words, for even better internalization of the meaning.

GIVE BRIEF HELP DURING READING

If the child stumbles over or cannot decode a word, you can quickly remind them of the pronunciation rule for that particular letter combination. Using pronunciation marks over vowels can be a quick help for remembering whether a vowel should be long or short, r-controlled, a schwa sound such as in an -le ending, or etc. However, save the long explanation for after the reading portion of the lesson.

GIVE BRIEF HELP (CONT'D)

When reading, stopping too long interrupts comprehension. Focusing too long on one word can cause a student to forget what the sentence was trying to say. Sometimes, it is advisable to simply pronounce the word for the child and teach about it afterwards.

AFTER READING, TEACH TO THE MISCUES

See page 5.

✧ ✧ **Lesson Breakdown:** ✧ **“Alternate” Method** **(Preteaching)**

INTRODUCE NEW WORDS USING PRONUNCIATION MARKS (SEE PAGE 8)

Preteach new words from a passage or chapter you will be working on that week. This helps students with dyslexia, working memory deficits, or other reading issues. Write the words in front of the child, one by one, on a small erasable whiteboard or piece of paper. Put pronunciation marks over the vowels to help the child remember how the word will be pronounced.

WRITE OUT SPELLING LIST

As you write each word, have the child copy it onto their list of “new words” for each lesson in a dedicated “Vocabulary” notebook. Writing helps fix the words in pictorial memory. If they don’t know the meaning of a word, give them a one or two word definition to write after each word so they can remember what it means when they look back at their list.

WORD FAMILY or SYLLABICATION WORK

Introduce the word families or syllable patterns which will be represented in some of the new words the child will encounter in the text for the lesson. Review patterns that you have gone over before and will be encountering again in the text that day.

READ PASSAGE CORRESPONDING TO SPELLING LIST

The child reads to you for the second half of the lesson, from the text you have “pretaught.”



*Thank
You*



**WITH THIS BOOKLET, YOU GET
A FREE DIAGNOSTIC
ASSESSMENT WITH
LINDA RUMPF**
at **www.myhighimpacttutoring.com**

OR CALL: 859-878-4924

For ongoing help with the process of engaging your child in guided reading practice at home, please join Miss Linda's free Guided Reading Parent Support Group on Facebook.

<https://www.facebook.com/groups/guidedreadingsupport>

**In the group you can find Miss Linda's Weekday Daily Show
livestreaming M-F at 5:30pm EST.**

All livestreamed lessons are saved on Youtube at

Organizational Tools

The following are a week's worth of guided reading worksheets. Reprint these pages and reuse each week in your Home Guided Reading Program

MISCUES

MON

[illegible]

TUE

[illegible]

WED

[illegible]

THU

[illegible]

MISCUES

FRI

SUN

SAT

WEEKLY VOCABULARY LIST

**CHOOSE 10 TO 14 NEW WORDS
FROM MISCUES, INCLUDING 2 OR 3 EXAMPLES
FROM WORD FAMILIES STUDIED. GROUPING BY WORD FAMILY
HAS BEEN SHOWN TO MAKE SPELLING LISTS MORE EFFECTIVE**

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____

WORD FAMILY STUDY

MON

FIRST WORD FAMILY WORD LIST

SECOND WORD FAMILY WORD LIST

TUES

FIRST WORD FAMILY WORD LIST

SECOND WORD FAMILY WORD LIST

WORD FAMILY STUDY

WED

FIRST WORD FAMILY WORD LIST

[illegible]

SECOND WORD FAMILY WORD LIST

[illegible]

THURS

FIRST WORD FAMILY WORD LIST

[illegible]

SECOND WORD FAMILY WORD LIST

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins or other markings on the paper.

WORD FAMILY STUDY

FRI

FIRST WORD FAMILY WORD LIST

SAT

FIRST WORD FAMILY WORD LIST

SECOND WORD FAMILY WORD LIST

SECOND WORD FAMILY WORD LIST

WORD FAMILY STUDY

SUN

FIRST WORD FAMILY WORD LIST

[illegible]

SECOND WORD FAMILY WORD LIST

[illegible]

EXTRA WORD FAMILY LIST

[illegible]

EXTRA WORD FAMILY LIST

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

SPELLING TEST

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

13 Common Spelling Rules

I before e, except after c, or when ei says “ay” as in neighbor and weigh. (field, ceiling, sleigh)

G and c are soft when followed by e, i, or y (gentle, gin, gypsy, cent, cite, cycle)

Change y to an i and add -es, -er, or -ed (baby >babies, windy>windier)
(irregular: lay>laid)

Floss rule: In one-syllable words with a vowel in the middle, the ending consonants are doubled if f, l, or s. (staff, fill, pass)

Add s to form a plural, but use -es when word ends in -x, -z, -ch, -sh, or -s. (buses, misses, churches, crashes, quizzes, boxes)

No s after x; use c instead. (except, excite, excel)

Use -ck after a short vowel. (duck, tick, clack, gimmick)

Keep letters with an -ey ending when adding suffixes. (trolleyed, jockeyed, monkeys)

Al- is all minus an l. (always, also, almost)

Always keep q and u together, so put a u after a q. (queen, quick, equal)

-ay comes at the end of a word and ai in the middle (pray, relay, rain, sailor)

Doubling rule:

If the last syllable of a word has a single vowel followed by a consonant and ends with a stressed syllable, we double the consonant when adding a suffix. (hopping, referring, compelling v. offering)

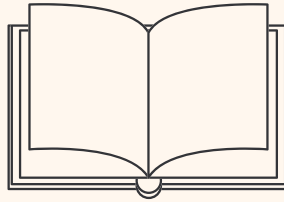
Don't always drop silent e: (look it up if you're unsure!)

You may drop silent e when adding an ending (exciting, filing, craving, moving) or you may not. (mileage, canoeing, manageable, lovely).

Compliments of Myhighimpacttutoring.com



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