Guided Oral ReReading

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Step 1: I Read.

Read the new book, pointing to words and making connection to the pictures.

Step 2: We Read.

1. Read the first sentence, pointing to each word as you read it.

2. Have your student read the sentence with you, with student pointing to each word below the line and you pointing above each word. Repeat step 2 as needed until your student is reading the sentence fluently.

3. Have your student read the sentence alone.

4. Repeat this sequence for each sentence. Then combine groups of sentences for steps 2 and 3.

Step 3: You read.

Student reads sentence/story to you. Repeat **I read**, **We read** as needed to ensure that student reads every word. Emphasize missed words as you read, but do not call attention to individual words.

Step 4: Word study.

1. Cut apart the words for each level. Put some in front of the student and have him/her make sentences. For example, "jam," "buns," "and" can be combined to make "jam and buns" or "buns and jam."
2. Add word cards to ensure that students can make complete sentences. For example, "I" and "like" for use with "buns" and "jam."
3. After your student has made a complete sentence and read it to you, encourage reading flexibility by
    - Removing some of the words. Have him read what's left and fix it.
    - Substituting some words and having him read the new sentence.

Do not drill on single words, except to initially ID the word.
Words should always be worked with in context!

Step 5: Check for Mastery—Story Level

After completing each 4-page story and word study, have your student read the story text without pictures. If he/she is not accurate on most words, use this text to practice **I read, We read, You read** until your student can read with few or no errors. Return to Word study if more practice is needed for accuracy.

Step 6: When to move to a new book level

The Reader's Theater located at the end of the pages in the middle of the folder is a good test of whether your student has mastered the current level enough to progress to the next level of BeginningReads.

Ask your student to take one of the roles (Reader 1 or Reader 2). You take the other role. Have him/her track as (s)he reads.

At this level, your student may stop to figure out a word, either from memory or by decoding. (S)he may also miscall a word but then go back to self-correct. Both of these are consistent with good reading at this early stage.

NOTE: Although in the ROAR fluency pre and post-tests you DO count substitutions even when a student self-corrects (because your focus now is on fluency), at this stage DO NOT count self-corrections as miscues.

Grade/level accuracy is defined in the field of reading as the ability to read at least 90% of the words without needing assistance from the teacher. You do not need to count the number of times you need to help your student. Just use this percent correct as a guideline. Basically, it means if you have to help him/her on more than 1 out of every 10 words, your student needs more work at the current level before graduating to the next level of BeginningReads.