

Student accountability: Guided reading kidstations

The model presented addresses the challenges teachers face when attempting to manage the guided reading and independent work groups in their classrooms.

What do I do with the rest of the class when I am conducting a guided reading group? This question is often asked by teachers who want and need a plan of classroom management that provides meaningful activities for their students' independent work when they are working with a guided reading group. We address this problem of classroom management by providing a plan using guided reading kidstations that present a model based upon four kidstations and a five-day cycle. The activities discussed are designed for meaningful reinforcement of the International Reading Association (IRA) and National Council of Teachers of English (NCTE) Standards for the English Language Arts (IRA & NCTE, 1996) involving reading, writing, listening, and speaking, as well as student accountability. In this article we describe the implementation of guided reading kidstations in a U.S. inner-city school in the South Bronx, New York, for grades 1 through 6.

Guided reading's role

Guided reading is only one major component of a balanced literacy program and one activity in a continuum of literacy instruction. It is a context in which a teacher supports each child's development of effective literacy strategies for processing text

at increasingly challenging levels of difficulty (Fountas & Pinnell, 2001).

When reading aloud to children, teachers help students experience and think about text they cannot read. During shared reading, children interact with the teacher and text to learn critical concepts and skills (Fountas & Pinnell, 1996). But it is through guided reading that children are shown how to read and can be supported as they read. Guided reading is the last major stepping stone on the path to independent reading. It provides students with opportunities to (a) develop as individual readers while supported by their teachers and peers; (b) develop literacy strategies so they can read increasingly difficult text; (c) develop abilities to be independent readers (Baumann, Hoffman, Duffy-Hester, & Ro, 2000); (d) enjoy successful experiences reading for meaning; and (e) develop the before-, during-, and after-reading behaviors that facilitate comprehension.

Guided reading gives teachers the chance to observe and listen to each child as he or she reads aloud (Mooney, 1995; Tompkins, 2001). Teachers observe the students' reading behaviors to determine whether students are using appropriate strategies to identify words, acquire meaning, and engage in problem solving. Teachers monitor students' ability to (a) self-monitor; (b) decode unfamiliar words; (c) check predictions; (d) determine if words make sense; (e) self-correct; and (f) read with expression, intonation, proper phrasing, and fluency.

Guided reading is an instructional approach that involves a teacher working with a small group of children who are similar in reading behaviors and the text level they are able to read with support (Tyner, 2004). Meeting with small groups to conduct guided reading instruction is paramount

in the creation of independent, lifelong readers (Cunningham, Hall, & Cunningham, 2000). Pressley (1998) advocated small-group instruction as providing a greater opportunity for teachers to use instruction that scaffolds and engages the learner. The ultimate goal of guided reading is to help students learn how to use independent strategies successfully (Fountas & Pinnell, 1996). According to Spiegel (1992), the overall purpose is for children to read for meaning at all times.

The successful guided reading program involves several steps. These include (a) determining the independent level of each student; (b) leveling the books in the classroom library (Fountas & Pinnell, 2002); (c) arranging students in flexible groups of no more than four by ability, interest, or skill development (Rogers, 1998); and (d) selecting a book for each group to read independently with 90–95% accuracy. Other issues that must be addressed by the teacher are rotation of the guided reading groups (Villaume & Brabham, 2001) using task-management boards; establishing clear expectations for work, behavior, and following directions; and establishing kidstations for independent groups.

A guided reading lesson can take many forms. The major concern is that it be designed to meet the needs of the students in the group (Morrow, 2005; Optiz, 1994). In each lesson, many experiences are drawn upon to help students with graphophonic, syntactic, and semantic cues and writing (Reutzel, 1997). Once the book is selected, the teacher gives an introduction and overview as well as elicits students' prior knowledge. Students skim through the text for difficult words as the teacher lists the words. The teacher explains the vocabulary through context and picture clues. The purpose of the lesson is established, and then students read silently. As the children are reading, the teacher listens to each one and marks a progress chart. The teacher interacts with every student to determine comprehension and to assist if the student has a problem or a question. The teacher asks individual students questions about the text and engages the group in a final discussion about the book.

Yet as powerful as the small-group guided reading sessions can be, they must be understood as one part of a comprehensive or balanced literacy program (Routman, 2000). According to Spiegel (1998), a balanced approach to literacy instruction

is a decision-making approach whereby teachers make thoughtful and purposeful decisions about how to enable their students to become effective and lifelong learners. Fitzgerald (1999) identified three fundamental principles of a balanced literacy program. First, it requires that the teacher develop students' skill knowledge: decoding skills, skills for comprehending and responding to the literature, and affective knowledge that includes nurturing a love of reading. Second, depending on the needs of the students, teachers need to know how and when to add different approaches and perspectives to the program. Finally, a balanced approach offers students a wide variety of reading and viewing materials and gives them a chance to develop their writing, listening, and presentation skills (McCarrier, Pinnell, & Fountas, 2000).

The kidstation model

This model of guided reading and literacy kidstations incorporates those principles of balanced literacy and encourages and empowers teachers to work collaboratively in the decision-making process. However, the success of guided reading as an effective instructional practice is contingent upon the implementation of a classroom structure conducive to working with the guided reading group while other students are independently and actively engaged in meaningful literacy experiences.

As attempts were made to incorporate guided reading programs in inner-city school districts for students in grades 1 through 6, teachers were frustrated with the practical aspects of program implementation and management. We were invited to observe and interview teachers in several schools in a Bronx school district. Subsequently, we met with the teachers in focus groups to share our observations and address many of their concerns. The schools were located in low-socioeconomic sections of the Bronx. The student population in each school ranged from 70% to 80% African American and from 20% to 30% Hispanic. Classrooms were crowded with sometimes as many as 30 to 35 students. Reading scores were generally below average within this inner-city school district. The model presented here is a synthesis of practical modifications that addressed teachers' concerns without

compromising the goals and objectives of a guided reading program.

Some practical modifications addressed the room design, establishing portable kidstations instead of centers, and increasing and being flexible with the time allotment for each guided reading group. Instead of the suggested 15 to 20 minutes with several guided reading groups in one day, teachers spent more time with one group as they initiated this process. This eliminated a great deal of pressure for the teachers and gave them more time to monitor and interact with students at their kidstations. Another modification was collaborative planning with special teachers who helped develop the activities at the kidstations. Finally, the presentation aspects gave the students the chance to demonstrate what they had learned to an audience of their peers, parents, and sometimes invited guests.

Establishing independent kidstations

The challenge for teachers is to create independent kidstations that reinforce the skills taught explicitly in the guided reading lesson or in other components of the balanced literacy program and to manage the grouping of students for each kidstation. The term *kidstation* is used in this model rather than *center* for a practical reason. Traditionally, centers are created in the classroom in areas separate from where students gather and have a specific function (Isbell & Exelby, 2001). Students may be engaged in a computer, writing, or listening center, just to name a few (Ford & Optiz, 2002). But because teachers are often challenged with the need for space in their classroom, portable kidstations (Figure 1) are placed where students gather in their groups.

To implement kidstations effectively teachers must do preliminary planning at the beginning of the school year. A span of five to seven weeks is recommended for teachers to demonstrate to the children how to complete various activities. Using content from shared reading and content area subject matter, teachers model several reading and writing activities for the students. Subsequently, students engage in similar activities. It is during this time that teachers can answer questions and

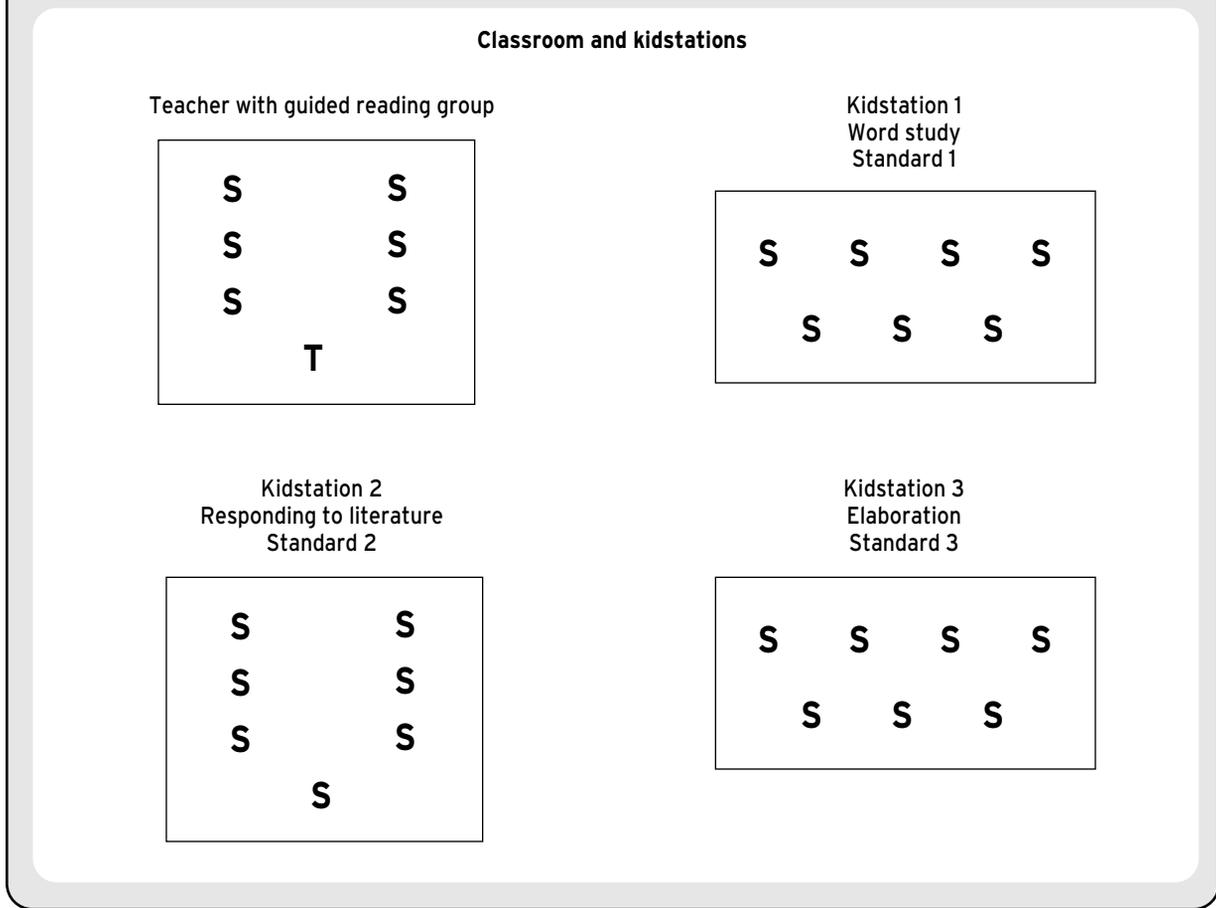
guide students through the process of myriad reading and writing activities.

The teacher must also demonstrate how this model will work and the students' role in the process. One teacher began by conducting a guided reading session with a group of students while the other three groups were asked to watch and record what the teacher and their classmates were doing. One second grader noted, "My teacher talked a little about the story and explained some words, and then she told the group to read the story. Next, she listened to my classmates read. At the end, they talked about the story." The teacher asked the remaining groups, "What do your classmates and I need in order for us to learn from our guided reading group?" It was clear that it had to be quiet enough for the teacher to hear the students read to her.

Next, the teacher took another group to demonstrate how to work independently at the kidstations. She showed the students how to retrieve their activity and how to share the materials in the crate (e.g., scissors, pens, paper, glue). Upon completing the task, the students put their activity in the basket on the teacher's desk and returned their materials to the crate at the kidstation. The teacher asked, "What will make everyone in the classroom learn during guided reading and kidstation time?" Together, students and teacher formulated simple ground rules. (See Table 1.) Short and simple tips can facilitate the management of the groups. In addition, the element of accountability increased time on task and reduced "unfinished activities."

The model we used was a 90-minute literacy block. The entire class was part of a read-aloud for 10 minutes and a shared reading for 25 minutes. After approximately 35 minutes, the four groups emerged. One group was engaged in the guided reading session while the other three groups began or continued their activities at their respective kidstations. For the next 30 to 35 minutes, the students at the kidstations engaged in their activity without their general education teacher who was conducting the guided reading group. Once the guided reading session was completed, the teacher gave that group a brief activity; they could reread the story, read another story, or respond to a question that the teacher posed at the end of their session. Then she moved among the kidstations monitoring the progress of those students who were working independently and answered their questions.

FIGURE 1
A simple room design for an inner-city classroom



In this way, the students knew they could eventually interact with their teacher for activity feedback or support.

It is essential to make students understand the purpose of the kidstation activity and the need to become responsible and accountable for the work they must complete. By doing so, teachers begin to create procedures and organization that will encourage independent work (Perlmutter & Burrell, 2001). At each kidstation, the teacher provides the students with the materials they need, the directions to follow, and a sample of what they must do. By the time the students are ready for the kidstations they should not be out of their seats asking the teacher for directions or explanations. Teachers often report that there are frequent interruptions by other students when they are engaged with the independent work. The idea is for students at the

TABLE 1
Classroom courtesy tips

- Everyone in my class is entitled to learn.
- Be respectful of the teacher and classmates when working in the guided reading groups.
- Use my time to complete my work.
- Return all the materials to the workstation when I am finished.

kidstations to understand the task and be familiar with the process to apply it to other reading material and to work independently while the teacher interacts with the guided reading group (Cambourne & Labbo, 2000).

The implementation of these kidstations required some teacher training. We showed teachers how to develop activities that integrated all the language cues with speaking, listening, writing, and reading. General education teachers collaborated with other professionals on staff such as the reading specialist, special education teachers, and the teacher of English-language learners (ELL) to create activities for the students. For instance, Mrs. Martinez (all names are pseudonyms), the ELL teacher, created word study activities for the ELL students who needed vocabulary and concept development as an extension of their lesson. Mr. Walker, the reading specialist, used the same text and developed an activity designed to reinforce the comprehension skill of cause and effect. These specialists shared their activities with the general education teachers at every grade level who assigned the activities to the appropriate students during their kidstation time.

In many schools, these specialists no longer “pull out” students for their lessons but instead work collaboratively with the general education teachers within the same classroom. In a case like that, the general education teacher conducts the guided reading group, the “special” teacher works

with a group that needs more scaffolding, and the other two groups work independently. In cases where students are removed from the classroom, the special teachers incorporate the kidstation activity into their lesson.

Kidstation 1

Kidstation 1 focuses on the knowledge of word recognition, vocabulary development, and literal comprehension. It incorporates the first English Language Arts Standard: Language is for information and understanding (IRA & NCTE, 1996). As readers and listeners, students need to recognize words they read and hear and to understand their meaning. As speakers and writers, students must know how to use words to express their ideas clearly and effectively. In kidstation 1, students might work on a number of word-recognition skills such as compound words, contractions, inflectional endings, prefixes, or syllabication. Other activities might enhance vocabulary through the use of figurative language, analogies, word origins, synonyms or antonyms, and activities that involve the use of a thesaurus. One of the activities created for *The Wild West* by Myka-Lynne Sokoloff (2002, Scott Foresman) is Seek and Find (Table 2).

TABLE 2
Seek and find—A word-recognition activity

Kidstation 1—*The Wild West* by Myka-Lynne Sokoloff*

Sit back and reread the story, and then let's see if you can find the answers.

1. Find five compound words. _____, _____, _____, _____, _____
2. Find five contractions. _____, _____, _____, _____, _____
3. Find a word that ends in *tion*. _____
4. In what season does the story take place? _____
5. Find a word that is the opposite of
east _____, old _____, breakfast _____, whispered _____, sister _____
6. Find a word that is a synonym for
to think about _____, *pal* _____, *spooky* _____, *tales* _____, *soup* _____
7. Find five plural nouns. _____, _____, _____, _____, _____
8. Find three adjectives. _____, _____, _____
9. Find a five-syllable word. _____

*(2002, Scott Foresman)

This activity allows the students to work on word recognition and vocabulary as it relates to the story. The words incorporated in the activity were selected on the basis of the teacher's prior interaction with the children as they read aloud to her during guided reading. The teacher determined that these were words and concepts the students had difficulty reading and understanding.

Kidstation 1 also focuses on the literal comprehension of a story. After listening to another group of students attempt to retell the story of *The Wild West*, the teacher decided that these students needed to develop the skill of sequencing. (See Table 3.) As a result, students worked on a separate activity to reinforce sequence of events in the story. (See Table 4.) All the materials needed were left at the kidstation with directions.

Kidstation 2

The activities in kidstation 2 incorporate the principles of the second English Language Arts Standard: language as a means for reading, writing, and responding to the literature (IRA & NCTE, 1996). As listeners and readers, students learn to develop the skills of inference and to read between the lines. They listen to or read different genres, learn different text structure, and infer the author's purpose or interpret the author's point of view. As speakers and writers, students must learn to express themselves so that others can freely interpret meaning through personal experiences and creativity. In kidstation 2, students work on activities that call upon their ability to develop implicit, interpretive, and inferential levels of comprehension and to express their ideas in written form (Morrow, 1997). Using a story grammar wheel for an activity with

TABLE 3
A sequence-of-events activity

Kidstation 1—*The Wild West* by Myka-Lynne Sokoloff*

Howdy partner,

I've been trying to retell this story to a friend of mine, but I can't seem to tell the story in the right order. Can you help me? Rearrange these sentences to retell the story *The Wild West* as it should be told.

Thanks, partner!

Directions: Cut each of these sentences into strips, and then arrange them in the order of events that occurred in the story. Repaste them on another piece of paper and retell the story to a friend.

The wind blew the little girl right off her feet into the tub of water.

Everyone went to sleep in the tent after telling stories around the campfire.

The little girl rode the horses.

A special family went on a vacation out west.

The girl played tag with Pete.

The family got to wear all different cowboy clothes.

The little girl wrote to her new friends on the computer.

At the cookout, the family had stew.

Why do you think sequence of events is important?

*(2002, Scott Foresman)

TABLE 4
Additional skills and activities for kidstation 1 based upon grade level

Grade level	Word recognition	Vocabulary development	Literal comprehension
Grades 1-3	Word posters Word clusters Word sorts Word chains Affixes, prefixes, suffixes Homophones, homographs Word walls Spelling patterns "Words I want to learn to spell"	Word sorts Literal meanings Figurative meanings Concept map Possible sentence Analogies Hinky Pinkies (riddles that rhyme)	Story Construct story map Response sheet Character mapping "Movie roll" of the book Create pictures or a comic strip to retell the story Make a mobile to illustrate the book Make a mural of the book
Grades 4-6	Word structure Word sorts Word origins Word collection Word generation Idioms Metaphors Borrowed words from other cultures Trademarks Acronyms Blended words	List-group-label Semantic word maps Word sorts Knowledge ratings Semantic feature Analysis map Concept circles Word analogies Cloze passages Context puzzles Word definition puzzles Word squares	QAR (question-answer relationships) Sentence-level comprehension Anticipation guides Structured overview Frayer model* K-W-L charts** Reciprocal teaching

*(Gunning, 2002)

** (Ogle, 1986)

The Wild West, the students use their knowledge of the world and the topic to infer meaning and respond to the literature. (See Table 5.)

Kidstation 3

Kidstation 3 challenges the student to elaborate in response to the literature. English Language Arts Standard three states that language is used for critical analysis and for evaluation (IRA & NCTE, 1996). As listeners and readers, students learn to respond to what they hear and read and to analyze, synthesize, and apply the information. Students need to develop the ability to think beyond the lines. As speakers and writers, they must acquire the ability to use language to persuade, explain, describe, make a judgment, think creatively, support an opinion, and engage in problem solving.

Using *Head First* by Mike Dion (2001, Scott Foresman/Addison-Wesley), the students have the opportunity to analyze the feelings of the main character in the story and synthesize those feelings,

not in a description but through poetry. After reading and discussing *The First Day* by Nat Gabriel (2001, Scott Foresman), students further develop the activities prepared for this story by drawing on experiences with change in their own lives. It is at kidstation 3 that students explore their creativity and elaborate on ideas they have heard or read. (See Table 6.)

Kidstation 4

Kidstation 4 is really not a station. It is a presentation by each student in the group. Incorporating the fourth English Language Arts Standard, language for social interaction and presentation (IRA & NCTE, 1996), students have the opportunity to demonstrate what they have learned. This is where the element of accountability is generated. At the end of a five-day cycle, each student in *one group* has the opportunity to demonstrate to the class what he or she has created or completed in the kidstation. The remaining students observe, applaud, and

TABLE 5
Additional skills and activities for kidstation 2
based upon grade level

Grade level	Response to literature
Grades 1-3	Story boards Story quilts Setting maps Open-mind portraits Writing retellings of stories Response journals
Grades 4-6	Writing dialogue for characters Writing Readers Theatre scripts Applying to one's own life Writing sequels Creating headlines for newspaper articles Response journals Cause-and-effect chains Interpreting cartoons Comparing two stories Guiding questions

support their classmates' presentation skills. Subsequently, each week the members of another group have the opportunity to make their presentations. Students are evaluated not only on the work they complete but also on their ability to present it to the class. Initially, the teacher may decide which activities he or she wants the students to present. Eventually, the teacher can give the students choices—once they demonstrate their ability to be responsible. The activities the students engage in at the kidstation are not “busy work.” They are meaningful and authentic, and students must complete them and demonstrate evidence of understanding through the presentation of their work. Do the students ever work collaboratively as a group? The answer to that question is yes, but only after each student in the group demonstrates an ability to be responsible and complete individual activities.

We also recommend, if you have four groups as this model suggests, that only one group at a time should work collaboratively. Again, management is essential to the successful implementation of the guided reading kidstations. Have some structure in the beginning stages of the guided reading groups, and kidstations will prove to be efficient and effective as the process continues. By structure we mean adhering to the five-day, four-week

TABLE 6
Additional skills and activities for kidstation 3
based upon grade level

Grade level	Critical analysis and evaluation
Grades 1-3	Writing a review of a book Write the story from another point of view What did you learn from the book? Write a new ending How did the story make you feel?
Grades 4-6	Writing higher level questions based upon Bloom's Taxonomy—analysis, synthesis, and evaluation Analysis of characterization, author's purpose, appropriateness for audience, timeliness, accuracy

cycle. There should be no group work until individuals demonstrate they are responsible for completing and presenting their work, and the teacher should select the activities to be presented. As teachers become more comfortable with the process, they can be more flexible with the implementation.

The five-day cycle

Table 7 illustrates the five-day implementation cycle. It is important to note that students are not assigned to these groups for the duration of the year. A student's participation in a group depends on the student's needs. The student might work within two groups or have guided reading twice in one week if a skill needs to be reinforced. The planning of groups must benefit the individual child in ongoing lessons and units of instruction (Ediger, 2000).

Day 1

Once the groups are determined (keeping in mind that they are not permanent and are flexible) the teacher begins day 1 with group 1 engaged in guided reading. After a brief introduction, the teacher encourages the students to read the text independently. The teacher then listens to each child in the group read a different portion aloud. The teacher listens to the student to see (a) if the child uses context clues or decoding to determine what

TABLE 7
Five-day guided reading cycle

Group	Day 1	Day 2	Day 3	Day 4	Day 5
1	Guided reading	Kidstation 1 Word study	Kidstation 2 Understanding the literature	Kidstation 3 Responding to the literature	Presentations
2	Kidstation 3 Responding to the literature	Guided reading	Kidstation 1 Word study	Kidstation 2 Understanding the literature	Presentations
3	Kidstation 2 Understanding the literature	Kidstation 3 Responding to the literature	Guided reading	Kidstation 1 Word study	Presentations
4	Kidstation 1 Word study	Kidstation 2 Understanding the literature	Kidstation 3 Responding to the literature	Guided reading	Presentations

a word is or (b) whether or not the child just skips the word and keeps reading. The teacher may answer the student's question in regard to understanding a particular part of the story. As the teacher interacts with the students in the group, the teacher notes the types of skills and strategies each student needs to develop. Thus, the activities for the kidstations are created.

Day 2

On day 2 the first group is assigned to kidstation 1 where they will complete activities that incorporate word recognition and vocabulary or a literal form of comprehension. At the same time, the teacher initiates guided reading with group 2.

Day 3

Group 1 moves on to kidstation 2, engaging in an activity that allows the members to respond to the literature; group 2 is completing the activities from kidstation 1; and group 3 begins a guided reading session with the teacher.

Day 4

The first group working at kidstation 3 is actively engaged in an elaboration assignment, group 2 is at kidstation 2, group 3 is at kidstation 1, and group 4 is interacting with the teacher for guided reading.

Day 5

One group (group 1, initially) presents to the class the work they have completed in one of the kidstations. The five-day cycle continues until all the groups have presented so that in the course of a month, each child has the opportunity to be observed and evaluated giving a presentation to classmates. Again, the decision of what to present is made by the teacher. This is done primarily so that students do not present the same type of activity or the "easiest" activity all the time. Subsequently, the children can be given a choice. The five-day cycle is incorporated into a four-week cycle (see Table 8) so that every group has a chance to present.

Good planning gets results

The question often asked at this point is, "Before groups 2, 3, and 4 meet with the teacher for guided reading, what are they doing while the teacher begins guided reading with group 1?" As previously mentioned, before the teachers start these guided reading groups and kidstations, it is imperative that they take the time to teach the children how to do a number of reading and writing activities. So while groups 2, 3, and 4 await their day for their first guided reading session with their teacher, they are working independently on a project that incorporates the content from a shared

TABLE 8
Four-week cycle: Guided reading, kidstations, and presentations

Week 1					Week 2				
GR	KS-1	KS-2	KS-3	PR	GR	KS-1	KS-2	KS-3	
KS-3	GR	KS-1	KS-2		KS-3	GR	KS-1	KS-2	PR
KS-2	KS-3	GR	KS-1		KS-2	KS-3	GR	KS-1	
KS-1	KS-2	KS-3	GR		KS-1	KS-2	KS-3	GR	
Week 3					Week 4				
GR	KS-1	KS-2	KS-3		GR	KS-1	KS-2	KS-3	
KS-3	GR	KS-1	KS-2		KS-3	GR	KS-1	KS-2	
KS-2	KS-3	GR	KS-1	PR	KS-2	KS-3	GR	KS-1	
KS-1	KS-2	KS-3	GR		KS-1	KS-2	KS-3	GR	PR

GR = Guided reading
KS = Kidstation
PR = Presentation

reading lesson or content area lesson. In some cases, the teacher places the guided reading group in the middle of the classroom, and the rest of the students watch as the first group interacts with the text and with their teacher.

The planning that must precede the implementation of kidstations cannot be overemphasized. (See Table 9.) It is essential to effective time and class management to establish the ground rules and framework of the five-day cycle to manage large classes of students.

This model provides a predictable daily schedule and routine that guides both the teacher and the students, empowering them with expectations, procedures, and standards. The implementation of the five-day cycle gives the teacher the quality time to interact with the students in the guided reading group; determine the needs of the students; plan the instruction; and create the appropriate activities that help to create fluent and independent readers, writers, and presenters. (Additional ideas for kidstations and those mentioned in this article can be obtained by contacting the authors.)

Implementing kidstations to reinforce skills taught during guided reading sessions offers students the opportunity to apply word recognition, vocabulary development, and comprehension skills as well as to respond to literature in a creative context. Accountability is an essential component throughout student participation in each workstation.

The kidstation approach provides the time for the teacher to work intensively, without interruption, while the remainder of the class works on worthwhile reinforcement activities. Most important, the teacher is also able to assess students' progress at each kidstation and evaluate understanding of concepts during the presentation phase. The weekly presentations not only make the students accountable but also improve their oral and written skills.

In summation, the value of the model was expressed enthusiastically by teachers and students. Teachers reported that the overall benefit of working with four groups made their reading program more manageable. Because teachers took the time to model many of the independent activities at the beginning of the school year, the students learned to work well independently at the kidstations. This resulted in students working on task without disturbing other students or the teacher during guided reading. Teachers also noted that students of all abilities benefited from working at the stations and were able to make valuable contributions to their group. Optiz & Ford (2001) suggested that instructional activities must be within the reach of the learner. They should be challenging enough, but the learner must perceive the possibility of success. Low-achieving students took more pride in the work they produced than previously, while average and high-achieving students were challenged by the kidstation activities.

TABLE 9
Guided reading planning sheet

Title: _____

Author: _____

Genre: _____

Comprehension skill: _____

Vocabulary words suggested by author and isolated by student _____

Kidstation 1

Word study: (What word recognition and/or vocabulary skills do the students need to develop their understanding and application of the words? Or what literal comprehension skill needs to be developed?)

Kidstation 2

(What questions might you ask the students to determine their understanding of the literature using inference and implicit comprehension?) Or (The comprehension skill of _____ was the focus of this lesson. What activities can you develop so that students can respond to the literature?)

Kidstation 3

What activities will be used to allow students to elaborate on the ideas of this story? Extension activities could be multidisciplinary and include art projects as well. They can be related but are not limited to the comprehension skill.

This model was successfully implemented in an urban school district with a large percentage of children reading below grade level. Teachers reported the students' successful completion rate of kidstation activities at 98%. The students saw that their work was not only evaluated but also valued, which was a major motivational factor. The time management and rotation of the five-day, four-week cycle gave teachers ample time to plan, interact, and evaluate children's work. The presentation aspect was an incentive to complete the ac-

tivities and create accountable and responsible students. In the affective sense, the accomplishments of special education, learning disabled, and ELL students were praised and supported by their peers.

As groups changed periodically, students with diverse needs felt comfortable working with other students as was evidenced by their increased participation. Students' ability to comprehend the text increased as noted in their teachers' observation forms and anecdotal records. Running records showed an increase of reading fluency, especially

with ELL students. Specialist teachers (reading, ELL, and special education) worked more collaboratively with the general education teachers. Another successful aspect of the model was the increased collaboration between and among teachers using the kidstation approach. They shared ideas as they constructed new activities for the kidstations.

The presentation aspect of the five-day cycle was especially appreciated by teachers and students. The students looked forward to presenting with their groups. They were proud of their presentations and experienced less anxiety about speaking in front of the class. The teachers indicated that they saw a significant improvement in students' presentation skills as measured by their English language arts rubrics. They also felt that the students were more accountable for their literacy activities. This model addressed all the concerns shared by the teachers that were previously impeding the implementation of effective guided reading groups as part of their literacy program. Our goal was to demonstrate to teachers how to implement effective management of guided reading groups and provide authentic literacy experiences at each of the distinct kidstations. We believe this model's success in a large urban district with a diverse student population could be repeated in any school, regardless of available resources, varied abilities, and students' socioeconomic levels.

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