

Discussion Guide for Follow-up Session Activities**Look at your records.**

1. Verify group placement.
2. Check that the level of difficulty is contributing to successful reading (90% accuracy or above).
3. Discuss phrasing and fluency from notes and records.
4. Discuss any patterns of responses based on analysis of errors and self-corrections.
5. Discuss what the children will need to learn how to do next.

Reflect on a potential new book.*

1. Why do you think the children will want to read this book?
2. What do you know about the children's reading behaviors and the book characteristics that will make for a successful first reading?
3. Does the book offer just the right amount of challenge to establish new competencies? Explain.

Prepare to introduce the text.*

1. After reading the book to yourself, with what aspects of the text do you think you will have to make the children familiar?

Anticipate teaching support for individuals.

1. Look at your running records for any patterns of responses in your students that may be problematic and that you anticipate will occur during instruction.
2. Anticipate how you may prompt or interact in order to foster more efficient ways of problem solving.

* If teachers do not have collections of books at the practice session, they may complete these parts of the decision-making process on their own after the session.