



# Guided Reading

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Cluster 1  
School Instructional  
Coaches

# Guided Reading: Strategy Lessons

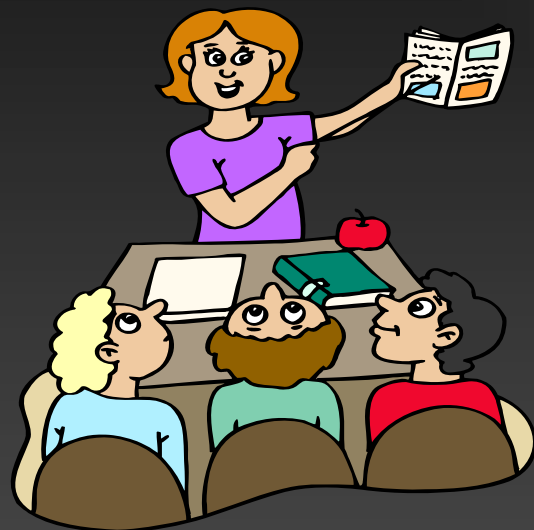
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“Two teaching structures that guide the journeys of small groups of similar readers to talk, think and question their way through the reading process.”

Lucy McCormick Calkins

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# What's your thinking...



- Discuss with other participants at your table:
  - What does guided reading look like at your school by grade level?
  - What is challenging about guided reading?
- Chart and share your conversation with the large group.

# Guided Reading

- What is Guided Reading?
  - Instructional teaching strategy for small groups (4-6 students)
  - Students learn and practice effective strategies
  - Grouped by need or similar developmental reading level
- Zone of Proximal Development

# Guided Reading

- Essential Elements
  - Set a focus for the group.
  - Select a text.
  - Introduce the text.
  - Read the text.
  - Discuss and revisit the text.
  - Teach for processing strategies.
  - Respond to the text.

# Dynamic Grouping based on Continuous Assessment



- Grouped by specific assessment for strengths in the reading process and appropriate level of text difficulty.
- Dynamic, flexible and changeable on a regular basis
- Books chosen for the group from a variety on the appropriate level

# Assessment

- Observation Checklists
- Anecdotal notes
- Running Records
- Student Profiles
- Teacher/Student Conference Notes
- Student Logs
- DRA





# Preparing for Guided Reading

- Assess students for placement in Guided Reading groups
- Determine a schedule for meeting with each group
- Establish clear structures for students not participating in guided reading groups
- Have books/materials available to support reading instruction

# Choosing a Text



- Texts are teacher selected and closely matched to a student's needs, abilities, and interests. The texts should be above the students' independent reading level but still readable with minimal support. (90-94%-Instructional level)
- Teacher monitors, observes, and evaluates the ways in which individual students process print utilizing reading strategies.

# Introducing the Text

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- Chapter 11 Selecting and Introducing Books in Guided Reading K-2 by Fountas and Pinnell
  - Chapter 14 in Guiding Readers and Writers 3-6 by Fountas and Pinnell
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# Video

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- Watch the following video to determine if the teacher's behavior that we have just discussed are observable.
  - Assess the lesson for its effectiveness.
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# Flexible Grouping

- Based on evidence specific learning needs, learning preferences, or interests
- Fluid membership
- Groups work on different activities based on need, strengths or preferences
- Students are grouped and regrouped according to activities
- Occur as frequently as needed

# Managing Flexible Groups

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- Smaller groups are easier to manage.
  - Consideration regarding the total number of groups necessary for your classroom.
  - Be flexible about the amount of time spent with each group.
  - Establish behavior guidelines, noise levels and procedures for how the group should function.
  - Provide a system for when and how students get assistance from you and other students.
  - Set expectations about student's individual accountability for time and work.
  - Establish a system for planning lessons and recording anecdotal notes for your groups.
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# Guided Reading Research

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- Using the materials and books provided to you, research areas of guided reading about which you want to learn more.
  - How can and will you use this information to make your guided reading groups more effective?
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# Next steps...

