

An Effective Guided Reading Program

AN EFFECTIVE GUIDED READING PROGRAM

An Educational Project

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By

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An Effective Guided Reading Program

AN EFFECTIVE GUIDED READING PROGRAM

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CHAPTER 1: INTRODUCTION

Guided Reading overview

Research has shown that one in three children experience significant

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difficulties in learning to read (Adams, 1990). Children who get off to a poor start in reading rarely catch up; a child who is a poor reader in first grade is 88% more likely to remain a poor reader in fourth grade (Juel, 1988). Because of these facts, the early years are the focus for the prevention on reading difficulties. One of the most important contemporary reading instructional practices to help improve reading skills and abilities is called Guided Reading.

Guided Reading is a teaching approach used with all readers, struggling or independent, that has three purposes: to meet the varying instructional needs of all the students in the classroom, to teach students to read increasingly difficult texts with understanding and fluency, and to construct meaning while using problem-solving strategies to figure out unfamiliar words and understand concepts or ideas. The goal of Guided Reading is to develop a system of reading that enables the reader to discover more about the process of reading while actually reading.

The role of the teacher is essential to Guided Reading. Teachers must know how to prompt and guide students as they work to build their own system. In a Guided Reading program, how you teach your students is as important as what you teach them. Guided Reading starts with good teaching. A critical element is the skillful teaching that will help young readers learn the effective strategies they need to become independent readers. The teacher's goal is to strive to provide the most effective instruction possible and to match the difficulty of the material with the student's current abilities.

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Statement of the Problem

The problem to be addressed is “How to design an effective Guided Reading program.” I will attempt to learn more about Guided Reading and present the information to my colleagues. Creating materials for my students’ use and my own use will be a major focus of this project. Another focus will be creating a Power Point presentation to share with my colleagues so they are better informed and knowledgeable about Guided Reading and the benefits of using this program in the classroom.

Purpose of Study

This educational project will serve as a handbook for teaching Guided Reading at the elementary level. The purpose of the guidebook is to become more knowledgeable about Guided Reading and the best ways to use it effectively. The guidebook can be adapted as needed and added to throughout a teaching career. The Power Point presentation will be shown to my colleagues at the beginning of the school year so they can understand Guided Reading and implement Guided Reading in their classrooms.

Delimitations of the Research

The research will be conducted in and through the Karrmann Library at the University of Wisconsin-Platteville, over thirty (30) days. Primary searches will be conducted via the Internet through EBSCO host with ERIC and Academic

Search Elite as the primary sources. Key search topics will include: Guided Reading, effective Reading programs, Guided Reading lessons, and balanced

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literacy programs. Books on Guided Reading will also be used. I will also use information obtained from my Title 1 teaching experiences at Benton. Since I have taught Guided Reading in third grade, I will use information and materials from that experience, as well.

Method of Approach

A review of literature related to research, studies, and evidence of an effective Guided Reading program will be conducted. The findings on: Guided Reading (What is it? and What is the Purpose?), Designing and Organizing the Classroom, Assessment, Leveled Books, and Guided Reading for ELL Students, will be summarized and recommendations will be made. These findings will be made into a handbook for designing an effective Guided Reading program. The Power Point presentation will be used to show colleagues at Benton.

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It is estimated that one in three children experience significant difficulties in learning to read (Adams, 1990). The early years are crucial for the prevention of reading difficulties. A research-based strategy known as Guided Reading has become the most important contemporary reading instructional practice in the United States (Faswon and Reutzel, 2000). Guided Reading is a teaching approach used with all readers, struggling or independent, that has three main purposes: to meet the varying instructional needs of all the students in the classroom, to teach students to read increasingly difficult texts with understanding and fluency, and to construct meaning while using problem-solving strategies to figure out unfamiliar words that deal with complex sentence structures and understand concepts or ideas not previously encountered.

The goal of a Guided Reading program is to develop a self-extending system of reading that enables the reader to discover more about the process of reading while reading. Once children develop these understandings they learn to self-monitor, search for cues, discover new things about the text, confirm their reading, self-correct, and solve new words. During this process, their accuracy, speed, and fluency increase.

Guided Reading provides the necessary opportunity for teachers to explicitly teaching different reading strategies at the students' individual levels. The program reinforces problem-solving, comprehension, fluency, and decoding.

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It provides opportunities for students to establish good reading habits and strategies.

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According to the National Research Council (NRC) of 2002, one in five children is estimated to have difficulty learning to read in school. Therefore, Guided Reading practices as part of a balanced literacy program conform to the recommendations on literacy as suggested by the International Reading Association (1998) and the National Council of Teachers of English (2002).

Designing and Organizing the Classroom

A Guided Reading classroom should be safe, interactive, supportive, and engaging in learning. There should be room for a large-group area for meetings that will develop a sense of community, a small-group, partner, and independent work area, and a quiet work area. Many supplies and resources for a Guided Reading classroom are needed. Some of these materials and resources include: pointers, magnetic letters, markers, chart paper, sentence strips, clipboards, student records, big books, leveled books, a range of quality children's literature for read-alouds, charts of poems, informational books, a word wall, word charts, dictionaries, children's personal collections of completed and in-progress work and stories, and children's individual poetry books. The classroom library should be inviting and organized making it easy for students to find and return books. Numerous displays of written language should be found. It is important that the

classroom is organized and well-designed for the teacher to support, observe, and meet the learning needs of each child.

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Assessment

Assessment is very important in a Guided Reading classroom. Assessment provides reliable information about the progress of children, provides valid information about what children know and can do, provides feedback to improve the program and the curriculum, and it identifies and directs steps to meet the needs of students who do not achieve despite excellent classroom instruction.

According to Ford and Opitz (2008), four common types of assessment are: daily observations, running records/informal reading inventory, reading program assessments, and records from previous years. Observations at the beginning of a school year and throughout the year provide the teacher with something to refer to when he/she is planning a Guided Reading program. *An Observation Survey of Early Literacy Achievement* by Marie Clay provides the most practical procedures and richest source of information available. It was created to help teachers observe young children as they are learning to read and write. The Observation Survey includes six measures including: Letter Identification, Word Test, Concepts about Print (CAP), Writing vocabulary, Hearing and recording sounds in words, and Running Records. Fountas and Pinnell (1996) state that “ a running record is a documentation of a child’s actual reading of text, providing both quantitative and qualitative information.” Running records help the teacher to find the appropriate

level of text for children to read, group students for reading instruction, document progress in reading, summarize results, and provide insights to the child’s use of

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meaning to guide his/her reading.

Leveled Books

Many teachers are beginning to teach reading in small groups, a process called Guided Reading. A successful implementation for Guided Reading depends on selecting appropriate texts. You can create your own leveled book collection by gathering a large collection of books and working with colleagues to discuss the characteristics of the texts. The books should be leveled according to their difficulty. Factors to be considered in placing a text along a gradient of difficulty are: length, layout, subject, structure, organization or the text, illustrations, words, phrases, sentences, paragraphs, punctuation, and literary features (Pinnell, 1999). A key in selecting books is making sure the books are not too easy, yet not too hard, and offer a variety of challenges.

Guided Reading for ELL Students

“The future of our education system depends on how we can advance Hispanics through the ranks,” said William Frey, a demographer at the Brookings Institution in Washington in a March 5, 2009 article in USA TODAY. “In many cases it’s going to be a challenge, because they are the children of immigrants, and their English is not as strong.” English-language learners can benefit from a

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Guided Reading program, if it is modified. The ELL students gain additional language learning opportunities because the modifications enhance language and

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literacy opportunities. A modified Guided Reading program includes a teaching cycle of three or more days (20 to 30 minutes) as opposed to one to two days of 20 minute sessions. The teacher presents the culturally relevant text through a guided discussion connecting the content and language structure to students' personal lives (picture walk, predicting, prior knowledge...). The teacher will read the text aloud to model fluency and generate discussion regarding comprehension and vocabulary guided by the teacher and students. In a modified Guided Reading program, the teacher observes and coaches students by reinforcing correct strategies. Word work focuses on morphological awareness, phonemic awareness, and phonics connected to the text. In a regular Guided Reading program, only phonological awareness is taught. ELL students also have the opportunity to use vocabulary journals and writing assignments that connect to the Guided Reading texts. According to Avalos, Plasencia, Chavez, and Rascon (2007), ELLs enjoy the Modified Guided Reading program. Student engagement is very high when working in small groups, which helps to meet the needs of their literacy and learning needs. It also helps the teachers get to know the students on a more personal level as many conversations and connections can be made between the text and their lives. A Modified Guided Reading program provides students with the understanding that reading is about creating and gaining meaning from a text. The goal of Guided Reading is for children to progress and read texts with more of a challenge and more independently. Using a Modified Guided Reading program for English-Language learners gives the teachers a better opportunity to

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monitor ELL's progress and meet their needs in order to teach literacy and language learning. Using this program also enables students to self-extend their reading and language proficiencies by building on their native language.

Chapter 3: A Guided Reading Handbook

Lesson Plans

According to Gay Su Pinnell and Irene C. Fountas (2010), there are eight important components of reading instruction used to plan lessons.

1. All teaching in Guided Reading lessons has the ultimate goal of teaching reading comprehension.
 2. In Guided Reading lessons, the teacher provides a sequence of high-quality, engaging texts that support individual progress on a scale of text difficulty.
 3. Guided Reading lessons increase the quantity of independent reading that students do.
 4. Guided Reading lessons provide explicit instruction in fluency.
 5. Guided Reading lessons provide daily opportunities to expand vocabulary through reading, conversation, and explicit instruction.
 6. Guided Reading lessons include teaching that expands students' ability to apply phonemic awareness and phonics understandings to the reading.
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7. Guided Reading lessons provide the opportunity for students to write about reading.

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8. Guided Reading lessons create engagement in and motivation for reading.

When creating a lesson plan for Guided Reading, a lot of thought and organization goes into each lesson! There are six simple and easy steps I use to plan lessons (Appendix A). My first step is to plan the lesson by selecting the students for the group and deciding on a focus of the lesson. I then choose a type of reading material that will support the focus of the lesson. I plan how to introduce the book and how to model the reading skill or strategy. The second step is to set the scene. I introduce the book, talk about the illustrations, have the students make predictions, discuss reading strategies, introduce new vocabulary words, and review. The third step is to read the text and provide feedback. The students read independently while I move from student to student. I observe and listen to each student. The fourth step is to return to the text. We will discuss the reading and clarify understandings. I then select one or two important teaching points based on observations of the students. The teaching points might be phonics or vocabulary. The fifth step is to respond to the text. Since all students learn differently, they also respond to texts differently. During this time, they may reread the book with a buddy, complete an extension activity, or complete a book project. The last step is to assess and evaluate each student. I record observations and evaluate each child's reading of the text to determine what the children need

to learn next. This step is so important as it helps in the planning process for the next lesson.

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Schedules

According to Fountas and Pinnell (2001), a big challenge in scheduling is to find three blocks of time for language/word study, reading, and writing. In a perfect teaching world, I would schedule an hour each for reading workshop, writing workshop, and language/word study! Even though this does not work with the other teachers, there are many things I take into consideration when scheduling. I establish a productive and easy to accomplish task that students can do each morning when they enter my classroom. Posting the schedule and briefly reviewing it daily helps the students stay focused and on task. I also establish routines that will save time (using journals for writing workshops, trays for assignments, etc...)

Sometimes my schedule changes on a weekly basis or even a daily basis! Regardless of the change, I try to incorporate all or most of the following components during Guided Reading: DEAR time, whole group mini lesson, centers, writing mini lesson, writing workshop, reading workshop, and language/word study (Appendix B). DEAR stands for Drop Everything and Read. I use this after recess so the students have a chance to settle down before the teaching begins. In a whole group mini-lesson, I focus on something skills based or comprehension based. In any mini-lesson, I introduce the concept with clear and concrete examples, provide opportunity for student interaction, ask

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readers to apply their learning, and reinforce or extend the learning. Centers are used for small groups or independent work for a specific learning purpose. Each

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center has the appropriate materials the students will need to work quietly and effectively. Most of the centers I have created and used involve open-ended inquiry and have an ongoing routine. The students know to work without my help during centers so I can focus on the small groups. Centers have worked extremely well in my classroom! A writing mini-lesson is a short, focused lesson that provides assistance to the writers. The topic is based on my observations of the students' writing. Most of the students love Writing Workshop! Writing Workshop provides the opportunity for children to engage in writing a variety of text. I guide the writing process and provide instruction and advice through one-on-one conferencing or whole group mini-lessons. Writing Workshop helps the students become better writers, builds their ability to write words and use punctuation correctly, and lets their creativity go wild! Reading Workshop is very similar to Writing Workshop. I still teach a short, focused lesson to support the use of reading strategies or to promote the students' knowledge about books. The students will choose a book, confer with a friend or teacher, and share their reading with the group. According to Fountas and Pinnell (2001), the goal of language/word study is to "extend and refine our students' ability to use language, become proficient talkers, readers, and writers who use language to represent the world to themselves and to both known and distant audiences."

Centers

Most classrooms contain numerous work stations called centers. A center

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is a designated area set aside for specific learning purposes (Fountas and Pinnell, 2001). A center has appropriate materials to enable children to explore and work by him/herself or in a small group. Centers are task-oriented, open-ended, and ongoing. Centers should be organized and labeled with all materials necessary. The students should be given clear and explicit instructions on each center so they do not interrupt while you are trying to teach other students. Children should know the specific tasks that are expected in the center for any given day or week.

Centers seem to be a big hit in my classroom! I organize the centers by subject/topic, skills, seasons, and level of ability. In my classroom, I have a Listening Center where students can listen to books on tape or cd. In the Writing Center, the students have their choice of what to write: letters, poems, books, stories, practice cursive, or greeting cards. There is an area that has numerous file folder games the students can work on independently. Students can also use the pocket charts to create sentences, poems, and stories. Centers can be anything you want them to be (Appendix C)!

Guided Reading Area/Classroom Library

In my classroom there is a specified area for Guided Reading and our classroom library. The Guided Reading area includes a kidney-shaped table on carpet. The students read at the table so I can observe all my readers. The carpet is there for extra comfort if they want to read or work on the floor. The area is set up so I can see and hear all my students at the same time. I have 2 bookcases on

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wheels that store the following items: Guided Reading books, baskets of books, clipboards, running record forms, sentence strips, individual white boards, markers, paper and other writing materials, student records, and an easel with chart paper. Everything is organized and easily accessible.

The classroom library is carpeted with bean bag chairs, stools, and a rocking chair. The books are labeled and organized. The classroom library contains a variety of print-rich resources. A lot of these print-rich resources are also displayed throughout the classroom. These include: big books, leveled books, hardcover books, paperback books, charts of poems, informational texts, word wall, globe, a name chart, word chart, Six Traits of Writing posters, Parts of Speech posters, alphabet chart, dictionaries, student books/stories, pocket charts, white board, message board, and mailboxes/cubbies for each student. Since I love books, I make sure there is enough room in the library to add books throughout the year (Appendix D).

Word Wall

“Letter and word learning is most effective when children see purpose and authenticity in the task. The real task for a reader is using letters and words that are embedded in text” (Fountas and Pinnell, 2001). An effective way for students to see and use words in text is to display a word wall (Appendix E). A word wall

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is usually on a bulletin board or bigger wall where numerous words can be displayed. These words may be high frequency words, Dolch words, vocabulary

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words, or a combination. These words help students become better readers because they appear over and over, help solve unfamiliar words, and add speed and fluency to writing and reading. Word walls should be displayed in every classroom starting in Kindergarten. According to Clay (1993), “If the learner already knows letters, this is a good start for the new task. If he does not then he can learn letters at the same time as he is learning other kinds of new visual information.”

Guided Reading Power Point

The Guided Reading Power Point was made for the purpose of showing my colleagues at the beginning of the school year. Many of the teachers are unaware of Guided Reading, its purpose and benefits. By creating a Power Point, I hope to better inform them about this wonderful program called Guided Reading (Appendix F).

Chapter 4: Summary, Conclusion, Recommendations

I agree with Margaret Mooney (1990) when she said, “The aim of Guided Reading is to develop independent readers who question, consider alternatives, and make informed choices as they seek meaning.” Guided Reading is a truly effective way to meet the varying levels of reading in your classroom and enable students to greatly expand their reading confidence and powers!

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Throughout this research project, I have found numerous ways and ideas to implement Guided Reading into my classroom. I also realized that every

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teacher does Guided Reading differently and there is not a wrong way to do it.

Finding what works best for your students and your teaching style is the most important thing to keep in mind as you spend hours planning and implementing!

I would highly recommend spending hours and hours researching practices and strategies for using Guided Reading in your classroom before you actually use it. You need to be very organized and knowledgeable about Guided Reading before you teach it to others teachers and students. I would also recommend starting it at the beginning of the school year and not in the middle of the year. By starting at the beginning, you are already getting your students and yourself into routine.

The most important goal I have as a teacher and a Title 1 Reading teacher is to develop a love of reading in all my students so they become independent and lifelong readers. By continuing to implement Guided Reading into my classroom, I hope to make this goal a reality! According to Linda Rief (2010), “It’s my job to surround kids with the best models; authors to whom they can apprentice themselves, books they can lose themselves in, characters who tell them they’re not alone, words that make them think and feel and learn.”

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APPENDIX A

Book Title _____ Level _____

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Dates _____ Genre _____

Teaching Focus:
Book Vocabulary
Activation/ Previewing Activity
Book Introduction/ Title/Author/ Summary/Picture Walk
Beginning Lesson:
Middle Lesson:
End Lesson:
Assessment/Extending the Text:

APPENDIX A

1. Plan the Lesson

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2. Set the Scene
3. Read the text/Provide Instructional Feedback
4. Return to the text
5. Respond to the text
6. Assess the lesson

APPENDIX B

11:55-12:15

Spelling lesson

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12:15-1:25	Lunch and Recess
1:25-1:35	DEAR time
1:35-1:55	Whole Group Mini Lesson
1:55-2:40	Guided Reading groups
2:40-2:50	Writing mini-lesson
2:50-3:10	Writing Workshop

Literacy	Monday	Tuesday	Wednesday	Thursday	Friday
Mini-lesson #1- 15 minutes One on one conferences	Reading Workshop- Vocabulary & Spelling	Reading Workshop- Strategy	Reading Workshop- Strategy	TCAP Coach Book (one lesson a week)	Word Work/Spelling
Mini-lesson #2- 15 minutes one on one conferences	Writing Workshop- Essay unit	Writing Workshop- grammar	Writing Workshop- Essay unit	Spelling/Cursive	Writing Workshop- Essay unit
Mini-lesson #3- 20 minutes whole group	Navigating Nonfiction	Navigating Nonfiction	Grammar	Navigating Nonfiction	TCAP practice test (basal)
Mini-lesson #4- 15 minutes *Guided Reading/ literacy centers	Basal Skill	Spelling/Cursive	Basal Skill	Basal Skill	Book Buddies or Mystery Reader

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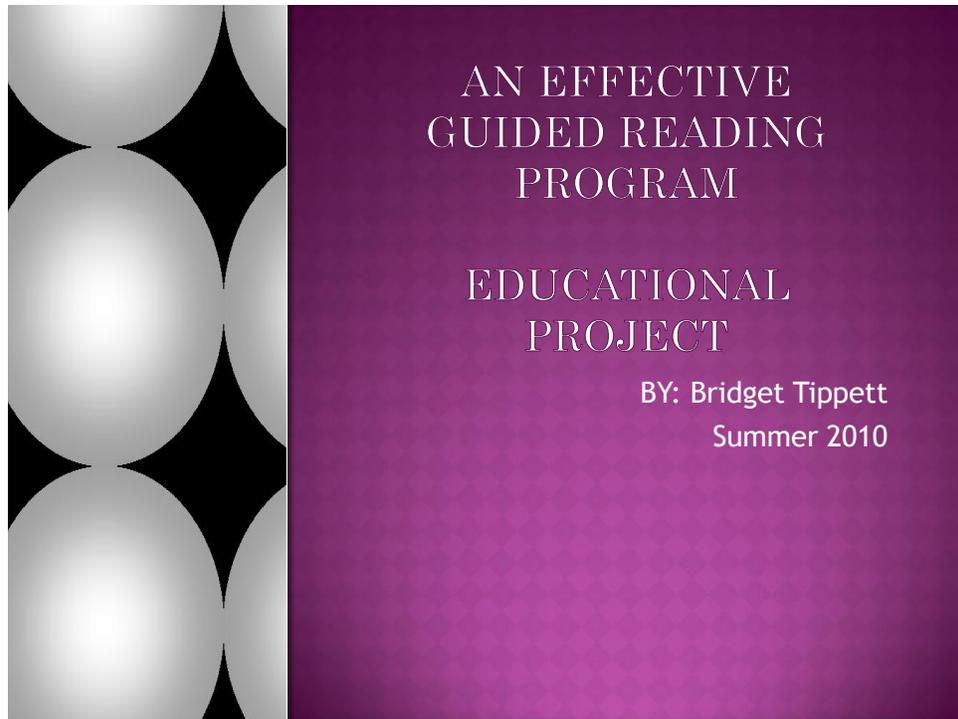


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A FEW THINGS ABOUT GUIDED READING

- ◉ Research has shown that one in three children experience significant difficulties in learning to read (Adams, 1990).
- ◉ Children who get off to a poor start in reading rarely catch up; a child who is a poor reader in first grade is 88% more likely to remain a poor reader in fourth grade (Juel, 1988).
- ◉ A research-based strategy known as Guided Reading has become the most important contemporary reading instructional practice in the United States (Faswon and Reutzel, 2000).

WHAT IS GUIDED READING?

- ◉ Guided Reading is a teaching approach used with all readers, struggling or independent.
- ◉ It has three purposes:
 - to meet the varying instructional needs of all the students in the classroom
 - to teach students to read increasingly difficult texts with understanding and fluency
 - to construct meaning while using problem-solving strategies to figure out unfamiliar words and understand concepts or ideas

- ◉ Guided reading provides the necessary opportunity for teachers to explicitly teaching different reading strategies at the students' individual levels. The program reinforces problem-solving, comprehension, fluency, and decoding. It provides opportunities for students to establish good reading habits and strategies.

GOAL OF GUIDED READING

- ◉ The goal in Guided Reading is to develop a system of reading that enables the reader to discover more about the process of reading while actually reading.
- ◉ The teacher's goal is to strive to provide the most effective instruction possible and to match the difficulty of the material with the student's current abilities.

DESIGNING AND ORGANIZING A GUIDED READING CLASSROOM

- ◉ safe, supportive, engaging in learning, and interactive
- ◉ large-group area for meetings that will develop a sense of community
- ◉ a small-group, partner, and independent work area
- ◉ a quiet work area
- ◉ pointers, magnetic letters, markers, chart paper, sentence strips, clipboards, student records, big books, leveled books, a range of quality children's literature for read-alouds, charts of poems, informational books, a word wall, word charts, dictionaries, children's personal collections of completed and in-progress work and stories, and children's individual poetry books

ASSESSMENT

- ◉ Assessment is very important in a Guided Reading classroom.
- ◉ Assessment provides reliable information about the progress of children, provides valid information about what children know and can do, provides feedback to improve the program and the curriculum, and it identifies and directs steps to meet the needs of students who do not achieve despite excellent classroom instruction.
- ◉ According to Ford and Opitz (2008), four common types of assessment are: daily observations, running records/informal reading inventory, reading program assessments, and records from previous years.
- ◉ Observations at the beginning of a school year and throughout the year provide the teacher with something to refer to when he/she is planning a Guided Reading program.
- ◉ *An Observation Survey of Early Literacy Achievement* by Marie Clay provides the most practical procedures and richest source of information available. It was created to help teachers observe young children as they are learning to read and write. The Observation Survey includes six measures including: Letter Identification, Word Test, Concepts about Print (CAP), Writing vocabulary, Hearing and recording sounds in words, and Running Records.

LEVELED BOOKS

- ◉ A successful implementation for Guided Reading depends on selecting appropriate texts.
- ◉ You can create your own leveled book collection by gathering a large collection of books and working with colleagues to discuss the characteristics of the texts.
- ◉ The books should be leveled according to their difficulty.
- ◉ Factors to be considered in placing a text along a gradient of difficulty are: length, layout, subject, structure, organization or the text, illustrations, words, phrases, sentences, paragraphs, punctuation, and literary features (Fountas, Pinnell, 1999).
- ◉ A key in selecting books is making sure the books are not too easy, yet not too hard, and that offer a variety of challenges.

LESSON PLANS

- ◉ According to Gay Su Pinnell and Irene C. Fountas (2010), there are eight important components of reading instruction used to plan lessons:
- ◉ All teaching in guided reading lessons has the ultimate goal of teaching reading comprehension.
- ◉ In Guided Reading lessons, the teacher provides a sequence of high-quality, engaging texts that support individual progress on a scale of text difficulty.
- ◉ Guided Reading lessons increase the quantity of independent reading that students do.
- ◉ Guided Reading lessons provide explicit instruction in fluency.

LESSON PLANS (CONT.)

- ◉ Guided Reading lessons provide daily opportunities to expand vocabulary through reading, conversation, and explicit instruction.
- ◉ Guided Reading lessons include teaching that expands students' ability to apply phonemic awareness and phonics understandings to the processing of print.
- ◉ Guided Reading lessons provide the opportunity for students to write about reading.
- ◉ Guided Reading lessons create engagement in and motivation for reading.

CENTERS

- Most classrooms contain numerous work stations called centers.
- A center is a designated area set aside for specific learning purposes (Fountas and Pinnell, 2001).
- A center has appropriate materials to enable children to explore and work by him/herself or in a small group.
- Centers are task-oriented, open-ended, and ongoing. Centers should be organized and labeled with all materials necessary.
- The students should be given clear and explicit instructions on each center so they do not interrupt while you are trying to teach other students. Children should know the specific tasks that are expected in the center for any given day or week.

WORD WALL

- “Letter and word learning is most effective when children see purpose and authenticity in the task. The real task for a reader is using letters and words that are embedded in text” (Fountas and Pinnell, 2001).
- An effective way for students to see and use words in text is to display a word wall.
- A word wall is usually on a bulletin board or bigger wall where numerous words can be displayed. These words may be high frequency words, Dolch words, vocabulary words, or a combination.
- These words help students become better readers because they appear over and over, help solve unfamiliar words, and add speed and fluency to writing and reading. Word walls should be displayed in every classroom starting in Kindergarten.

SUMMARY AND RECOMMENDATIONS

- ◉ I agree with Margaret Mooney (1990) when she said, “The aim of Guided Reading is to develop independent readers who question, consider alternatives, and make informed choices as they seek meaning.” Guided Reading is a truly effective way to meet the varying levels of reading in your classroom and enable students to greatly expand their reading confidence and powers!

SUMMARY AND RECOMMENDATIONS

- ◉ Every teacher does Guided Reading differently and there is not a wrong way to do it!
- ◉ Finding what works best for your students and your teaching style is the most important thing to keep in mind as you spend hours planning and implementing!
- ◉ I would highly recommend spending hours and hours researching practices and strategies for using Guided Reading in your classroom before you actually use it.
- ◉ You need to be very organized and knowledgeable about Guided Reading before you teach it to others teachers and students. I would also recommend starting it at the beginning of the school year and not in the middle of the year. By starting at the beginning, you are already getting your students and yourself into routine.

SUMMARY AND RECOMMENDATIONS

- ◉ The most important goal I have as a teacher and a Title 1 Reader teacher is to develop a love of reading in all my students so they become independent and lifelong readers.
- ◉ By implementing Guided Reading into my classroom, I hope to make this goal a reality!
- ◉ According to Linda Rief (2001), “It’s my job to surround kids with the best models; authors to whom they can apprentice themselves, books they can lose themselves in, characters who tell them they’re not alone, words that make them think and feel and learn.”



DID I MISS SOMETHING!?!

- ◉ If there is something about Guided Reading you would like to know that I did not discuss, please feel free to ask me now or ask me later!!
- ◉ There are numerous books and resources about Guided Reading that I would be glad to share with you!

THANK YOU!!!!



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