

Guide Sheet: Implementing Guided Reading

Group Selection:

- Leveling assessment materials are used to determine baseline instructional level
- Differentiated instruction is provided by grouping students homogeneously according to their instructional reading levels
- Groups are flexible, students may move in and out of groups depending on their current instructional reading levels

Instruction:

- Students read little books simultaneously , not in 'round-robin' style
- Instruction in phonemic awareness, phonics, fluency, comprehension, and vocabulary development is provided via meaningful reading and writing activities during guided reading lessons.
- Specific skills are taught as needed at particular reading levels and for particular students in order to support continued literacy learning.
- Guided reading lesson formats should incorporate:
 - Familiar reading
 - On-going assessment with running records
 - Teacher introduction of new text
 - Instruction that supports effective processing and problem-solving on text
 - Opportunities to discuss and revisit the text
 - Opportunities to write about reading
 - Extended word work as needed
 - Home/school connections (decided at the building level)

Assessment:

- On-going assessment via running records documents student achievement.
- Each student should have a folder, or some type of collection devise, to hold assessment materials. Student assessment materials are kept by the teacher providing guided reading instruction.
- Additional assessment tools may be used to make informed teaching decisions.
- Additional assessment tools may include:

<ul style="list-style-type: none">• Observing processing and antidotal note taking• Reading words...high frequency word lists• Informal reading inventories• Checklists/rubrics	<ul style="list-style-type: none">• Conferencing• Assessment of fluency• Retellings• Response journals• Individual reading lists
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