

## 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.
- FPS encourages the use of guided reading lesson formats that 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 device, 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:
  - Observing processing and antidotal note taking
  - Reading words...high frequency word lists
  - Informal reading inventories
  - Checklists/rubrics
  - Conferencing
  - Assessment of fluency
  - Observing think alouds
  - Retellings
  - Response journals
  - Cloze tests
  - Individual reading lists