



Table of Contents

- 6 Putting It in Perspective
- 15 Chapter 1: *Guided Reading*
- 35 Chapter 2: *Strategy Groups*
- 49 Chapter 3: *Close Reading*
- 59 Chapter 4: *Literacy Work Time*
- 70 References
- 72 Glossary

GUIDED READING

“The whole purpose of guided reading is to help children become independent readers.”

Michael P. Ford and Michael F. Opitz, 2011

Guided reading is a highly effective form of small-group instruction during which a teacher observes and listens to each student in turn, using formative assessment to help shape instruction. The main goal of guided reading lessons is to support the transfer of reading strategies so students can apply the learning to their independent reading. In this chapter, you’ll learn how to teach guided reading so that all students get the instruction they need to become successful, independent readers.

TOPICS IN THIS CHAPTER

Forming
guided reading groups

•

Selecting
appropriate texts

•

Planning and delivering
effective lessons



For guided reading, select text that supports your instructional goals yet engages your students.

What You Need to Know About Guided Reading

Three key understandings will help you teach effective guided reading lessons. First, you must get to know your students’ strengths and needs and determine their instructional reading levels so you can form groups. Second, you need to choose an appropriate text to use with each group—a text that is the appropriate level for the group, supports your instructional goal, and is engaging to students. And, third, you need to be able to deliver lessons that support students in building strategies to help them become independent readers. Assessment plays a key role in all three aspects: getting to know students, choosing appropriate texts, and providing instruction.

Getting to Know Your Students

There are several important ways to get to know your students. At the start of the school year, you can review any information you may have from teachers in the previous grade. Surveys administered within the first few days of school quickly provide information about students’ feelings toward reading and their reading interests. Also, you can begin observing students right away, noting things such as their oral language development, vocabulary, fluency, and background knowledge and experience. Look for how students organize their thoughts and materials and how they interact with text and express their thinking about text. Observation, it turns out, is a useful and most available source of assessment information.

On page 17 is part of an anecdotal record sheet that Mr. Martinez, a Grade 4 teacher, created that includes his observations of students. He looked for strengths as well as needs and noted both.

Reading assessment is the next step, using oral reading records to determine students’ instructional reading levels. These individually administered assessments allow you to evaluate decoding skills and needs, fluency, and comprehension to determine a student’s instructional reading level. Mr. Martinez used screener passages and oral reading assessments to get up-to-date information on students’ reading strategies and their reading comprehension. He had students

read a brief text (requiring 3–5 minutes), which enabled him to collect information that gave him an approximate sense of where students’ achievement levels lay. Confident in the approximation of each student’s reading achievement level, Mr. Martinez next conducted an oral reading assessment. Like its relatives the informal reading inventory and running records, this assessment provided information about students’ reading processes. Mr. Martinez was able to identify students’ oral reading patterns, including accurate reading, substitutions, omissions, insertions, repetitions, self-corrections, and use of visual cues. This is process information, and it helped Mr. Martinez assess the manner in which students construct meaning. The oral reading assessment also required students to retell what they had read and to answer comprehension questions. As you might imagine, the administration and interpretation of these assessments demand time and insight. However, the results are well worth the effort, as they lead to accurate identification of texts with which student readers can grow and succeed, and of student strengths and weaknesses to address through instruction.

At right is a list of Mr. Martinez’s students and their instructional reading levels based on oral reading assessments. The scale, using letters for instructional reading levels, was developed by Irene Fountas and Gay Su Pinnell (1996). (See page 21 for more information on these levels.) Fountas and Pinnell cautioned educators to understand that the reading level alone does not define a student. Typical of every grade, there is a span of student reading levels in Mr. Martinez’s class.

Forming Guided Reading Groups

STUDENT <i>Diana</i> DATE <i>10/5</i> •good organizing skills •strong vocab •self-monitoring	STUDENT <i>Stephen</i> DATE <i>10/5</i> •struggles to express thoughts •low vocab •easily distracted	STUDENT <i>Erika</i> DATE <i>10/6</i> •enjoys reading •struggles to express thoughts in writing	STUDENT <i>Lily</i> DATE <i>10/8</i> •abandons books •reads word by word
STUDENT <i>Diana</i> DATE <i>10/12</i>	STUDENT <i>Stephen</i> DATE <i>10/15</i>	STUDENT <i>Erika</i> DATE <i>10/12</i>	STUDENT <i>Lily</i> <i>10/13</i>

Mr. Martinez’s observations

NAME	INSTRUCTIONAL READING LEVEL
Bella	V
Lucy	U
Zach	U
Jordan	U
Grace	U
Anna	T
Diana	T
Erika	S
Patrick	R
Cory	Q
Noel	Q
Stephen	P
Kyle	P
Michael	P
Kimberly	P
Kevin	O
Bryan	O
Keith	O
Aurora	N
Emma	N
Olivia	N
Ian	M
Lily	M
Russell	L
Dale	H
Catherine	G

Mr. Martinez’s students’ instructional reading levels

Below are the six groups Mr. Martinez established based on students’ instructional reading levels as just outlined, and on his observation notes. Students will change groups as they make progress. For example, Mr. Martinez plans to watch Diana closely. He observed that her vocabulary is well developed, and he anticipates that she will progress very quickly.

GROUP 1	GROUP 2	GROUP 3	GROUP 4	GROUP 5	GROUP 6
Catherine Dale	Aurora Ian Lily Russell	Kevin Bryan Emma Olivia	Stephen Kyle Michael Kimberly Keith	Anna Diana Erika Patrick Cory Noel	Bella Lucy Zach Jordan Grace

Mr. Martinez’s preliminary guided reading groups

Mr. Martinez will meet with three groups for twenty minutes each day, so he created the schedule below. Notice that he plans to meet with groups 1 and 2, which have the most challenged readers, more often than with the on-level and above-level groups. All students benefit from some time in small-group work, but not all need the same amount of time, nor do they need to meet as frequently. Students in the challenged groups need extra instructional time and reading practice to be able to “catch up” with their peers.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1 2 4	2 3 5	1 2 3	1 3 6	1 2 4

Mr. Martinez’s guided reading schedule by group

Determining Your Instructional Focus

Knowing your students’ instructional reading levels and keeping anecdotal notes about their reading behaviors will help you decide on the instructional focus for each of your groups. Of course, comprehension is always a key outcome for students, but the small- group setting allows you to focus on specific instructional goals. For example, one small group may have an immediate need for

summarization instruction, while another group may benefit from fluency practice. Instructional focus can be on a range of skills and strategies. For your readers at levels A–C—what is usually termed the emergent reading stage—the focus may be self-monitoring, decoding, concepts about print, or fluency strategies such as cross-checking pictures and meaning or reading with expression. At levels D–M—basically the reading levels from Grade K through Grade 2—you will continue to prompt students to apply self-monitoring and decoding strategies during reading and to develop these skills across a wide variety of text types.

At every level in all text types, it’s important to help students build their vocabulary knowledge and comprehension strategies—such as asking and answering questions, summarizing important parts of a text, and analyzing relationships between characters and their actions.

STRATEGIES AND SKILLS: HOW THEY DIFFER

The research evidence is clear: skills and strategies are central to reading success—but the two are different (Paris, Lipson & Wixson, 1983; Pressley & Afflerbach, 1995). Additionally, how we think about a skill and a strategy is of the utmost importance—because we cannot possibly teach well those things that we don’t carefully define and fully understand.

Reading strategies are deliberate, goal-directed attempts to control and modify the reader’s efforts to decode text, understand words, and construct meaning from text. Strategies figure in students’ comprehension of text, their determination of the meaning of vocabulary words, and the decoding of words. Control and working toward a goal characterize the strategic reader who selects a specific path

to a reading goal (i.e., the means to a desired end). For example, the reader who deliberately pauses after each paragraph to evaluate understanding while reading with the goal of summarizing the text is using strategies. Awareness helps the reader select an intended path, the means to the goal, and the processes used to achieve the goal. The reader can examine the strategy, monitor its effectiveness, and revise the goal or means to the goal (or both), if necessary. If the evaluation of reading at the end of each paragraph signals a lack of understanding, the reader may reread, slow the rate of reading, or consult an authoritative source to determine word meaning. Indeed, the hallmark of strategic readers is the flexibility and adaptability of their actions as they read.

Reading skills are automatic actions that result in decoding and comprehending texts with speed, efficiency, and fluency. They are used out of habit, practiced, and mastered to the point where they function automatically. As such, they are usually deployed much faster than strategies because they do not require the reader’s conscious decision-making. This has important, positive consequences for each reader, as all reading work is conducted within the boundaries of our limited working memory systems. That is, the more reading work we can do automatically and without the allocation of memory resources, the more of these resources we have to take on complex reading demands and remember and apply what we learn from reading.

HISTORY OF LEVELING BOOKS

Attempts to level books began long ago. Thorndike’s (1921) research on word frequency in English served as the spark for the origination of the readability formula. Many systems followed: Flesch (1948), Fry (1968), Bormouth (1975), Lexile (1997) and the Accelerated Reader Leveling System (AR) (2001). Keep in mind that the leveling of books is an inexact science. While there have been many attempts to correlate the various systems, those correlations often show the discrepancies between the different leveling systems. Most of these systems are not effective for the earliest levels because texts are so short and word usage is highly repetitive. (Afflerbach, Pearson, & Paris, 2008)



Selecting a Book

There are two key factors involved in choosing a book for each of your groups: (1) the level of the text, and (2) the suitability of the text for applying the focus strategy. It is also important to consider students’ interest in and familiarity with the topic or story. There are many different systems for leveling texts. The chart on the next page provides information on three common systems. All designate particular texts at a point on a gradient of difficulty, but do so in different ways. The chart also includes correlations to grade levels and developmental reading levels. It’s important to consider aspects of different leveling systems when choosing books for your guided reading groups.

The readability ratings on the chart are approximate, and they do not take into account factors such as students’ prior knowledge, nor do they distinguish between genres. For example, a single text may prove daunting for the student who lacks any prior knowledge about the text content, while another student could find the text simple because of relevant prior knowledge. Correlations are limited, but teachers find them helpful as starting points to work across leveling systems.

Conversion Guide to Benchmark Education's Precise, Consistently Leveled Texts						
DEVELOPMENTAL CATEGORY	LETTER LEVEL	NUMBER LEVEL	GRADE LEVEL	LEXILE® LEVEL RANGE		
EMERGENT	AA	1	PreK–K	BR40L*– 230L		
	A	1	K			
	B	2				
	C	3, 4				
EMERGENT/ EARLY	D	5, 6	1	190L–530L		
	E	7, 8				
EARLY	F	9, 10			1	
	G	11, 12				
	H	13, 14				
	I	15, 16				
EARLY/ FLUENT	J	17, 18	2	420L–650L		
	K	19, 20				
	L	24				
	M	28				
FLUENT	N	30	3	520L–820L		
	O	34				
	P	38, 40				
	Q	40				
	R	40	4	740L–940L		
	S	40, 50				
	T	40, 50				
	U	50				
ADVANCED FLUENT	V	50, 60	5	830L–1010L		
	W	50, 60				
	X	70			6	925L–1070L
	Y	70, 80				
	Z	80	7–8	970L–1185L		

*Beginning Reading

SYSTEM	DESCRIPTION
Lexile®	A quantitative measure based on: <ul style="list-style-type: none">• syllable count• word count• word length, including repeated long words• sentence length This system is based on a mathematical formula and mainly applies to Grades 2 and up, where there is more text available to measure. It does not specifically distinguish between genres.
Number Levels such as DRA™, Beaver Reading Recovery®, and Marie Clay	Qualitative measures based on tests intended to be used for assessments (DRA) and instructional interventions (RR). The levels correlate more closely with the letter system than with the quantifiable/Lexile measures. Both DRA and Reading Recovery have had extensive testing of their measures, but they are not the same system.
Letter Levels Fountas & Pinnell™ Guided Reading Levels	A qualitative measure based on a number of factors depending on reading level. Takes into account: <ul style="list-style-type: none">• genre• levels of meaning• text structure• language and literary devices• sentence complexity• vocabulary• knowledge demands placed on the reader• text features• layout and amount of text on a page• age-appropriateness of content This system applies to Kindergarten and up, but has a finer gradient of difficulty below Grade 3. It does not have differentiated criteria for distinguishing between genres.



LEXILE® is a trademark of MetaMetrics, Inc., and is registered in the United States and abroad.

Guided Reading Lesson Essentials

- Guided reading groups include six or fewer students at approximately the same instructional level.
- Groups are always flexible and fluid, and students may move to a more appropriate group at any time.
- Lesson texts are always at students’ instructional reading level so they provide just a doable amount of challenge.
- Instruction should target specific skills, strategies, and behaviors.
- Assessment information can be gathered through listening to and observing students, as well as through teacher questions and paper-and-pencil assessments.
- Assessment should always guide instruction.
- Most guided reading lessons have three phases: Before Reading, During Reading, and After Reading.

Guided Reading Lesson Structure

No matter what grade level you teach, what your students’ reading levels are, or what your teaching purpose is, almost every guided reading lesson will have three phases: Before Reading, During Reading, and After Reading.

BEFORE READING

This part of the lesson should motivate students, make the purpose of the lesson clear, and give students enough information about the text to make it accessible. Here, formative assessment information helps teachers focus on students’ most pressing needs—be they cognitive strategies such as decoding abilities, fluency, vocabulary knowledge, and comprehension, or full understanding of the purpose of the lesson.

DURING READING

The largest chunk of time in a guided reading lesson is devoted to During Reading (see chart on page 23). This section of the lesson includes students simultaneously reading the text, either whispering or reading very quietly, while you confer with each one individually as needed, providing prompts and support, and taking notes about their progress. Here, your anecdotal observations can be front and center as assessment. You can mark the progress of particular students, while noting challenges for other students. This phase of the lesson takes the most time to learn to do well. The way to learn to do it well is to do a lot of guided reading lessons!

AFTER READING

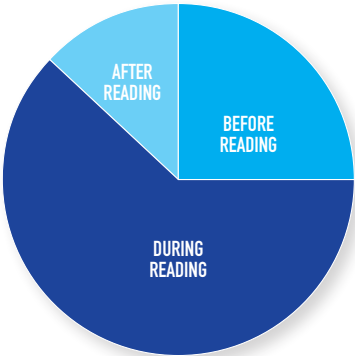
The After Reading part of the lesson is often brief, but the time we spend on it will vary. Sometimes we will find, as a result of using formative assessment, that more work is needed, that not every student met the goals for the lesson, or that there is variable success across the reading group. When this occurs, we may want to take more time in the After Reading part of the lesson. Don’t get locked into one way of planning time in a lesson, but work to meet the needs of the students in that group.

Be sure to wrap up the lesson successfully. Revisit the purpose of the lesson and check students’ comprehension by encouraging a discussion about the text and how students used the strategy or skill. This should be a collaborative conversation in which students listen to one another and ask questions. Listen to and document students’ responses, making notes about who might need clarification or review of a teaching point. Also, acknowledge students’ hard work in applying the strategy.



During Reading:
The teacher listens in, notes reading behaviors, and prompts individual students as needed. Many teachers move next to a student and listen in over the student’s shoulder.

PHASES AND TIME FRAME FOR GUIDED READING LESSONS



Most guided reading lessons are 15–20 minutes long, and most time is spent on the During Reading part of the lesson.

It’s important to point out that Kindergarten guided reading might look different from what is described here, especially at the beginning of the school year. Important initial small-group experiences for Kindergarten students help build community and familiarize students with small-group classroom routines. At times, these lessons may look more like shared reading experiences than guided reading. They give you an opportunity to focus on concepts of print. We need to be acutely attuned to recognize when students are ready to take over some of the reading. For some Kindergartners, this may begin in October, but for others, it may take until the end of the year.

In Action

We are going to visit two classrooms to observe teachers delivering guided reading lessons. As you are reading, notice how both teachers state the purpose of the lesson and give students plenty of time to have collaborative conversations. Students will also incorporate previously taught strategies as they read. Be sure to notice what they are already controlling and what is on the new edge of their learning. A key to differentiation of instruction is “fresh” and detailed assessment information that teachers gather as the lesson unfolds.

P Guided Reading Lesson

Mrs. O’Neal, a Grade 2 teacher, uses an informational text for the purpose of finding key details that support the main topic of the text. This has been the focus of some of her whole-group instruction, including mini-lessons, so students have had opportunities to see her model this strategy. She meets with a group of four students who read at about the same instructional level.

Grade 2 lesson plan before meeting with group

DATE 2/16

TEXT "A Seat on the Bus" LEVEL J/17 Lexile 540L

TEACHING PURPOSE Find Key Details to Support the Main Topic

GROUP MEMBERS Tim, Bill, Adriana, Frank

Before Reading

After distributing a copy of the book to each student, Mrs. O’Neal introduces the book by reading aloud the title and the author’s name. Then she shares a brief summary of the book.

This book tells how people helped change a law that was unfair. It is an informational text. It gives facts and details. What do you think the author of the book wants us to learn? Point to evidence on the cover that supports your answer.



After a brief discussion, she sets a purpose for the day’s reading.

As you whisper-read today, pay close attention to key details that support the main topic, fairness. Use your self-stick notes to mark places in the book that have details that help you learn more about fairness.

Before Reading: Mrs. O’Neal reminds students about the concept of informational text and highlights the main topic.

During Reading

Students begin to whisper-read the book, and Mrs. O’Neal observes, listens in, and briefly coaches each student if needed. She also records anecdotal notes about her students’ actions and behaviors. She reinforces the purpose for reading with individual students who may be having trouble focusing. For example, she says:

Remember, we are reading to learn about the topic of fairness. Show me where you placed a note because you found a detail about fairness.

As necessary, Mrs. O’Neal helps students decode difficult words in the text, using different prompts depending on what the obstacle is.

During Reading:
Grade 1 students read
the text with support
and prompts from
Mrs. O’Neal.



For example, Bill is stuck on the word *judges*. Recognizing that this might be a prior-knowledge challenge, Mrs. O’Neal prompts him to look at the page and think about what word would make sense. She might also prompt for cross-checking text with an illustration, saying:

Look at the picture and at the beginning letter of the word.
Can you think of a word that would fit?

Adriana reads “keep” rather than “kept” in a sentence. Mrs. O’Neal knows this is a structural challenge and coaches her, saying:

You said, “keep.” That is close, but the word is *kept*. Read the sentence again using the word *kept*.

After Reading

Mrs. O’Neal guides a group conversation about the book. She reminds students that they know how to look at photographs and captions to find information, a skill they have used many times before. Then she focuses on the purpose of the lesson.

Who can share what the purpose was today for our reading?

She prompts students to identify the main topic and retell key details in the book. She asks:

What unfair rule did people want to change? Look at page 8.
What happened after Rosa Parks would not give up her seat?
How did the unfair rule get changed?

Mrs. O’Neal guides students to state their answers based on the main ideas and details in the text, and also to use picture evidence. Where needed to facilitate discussion, she provides sentence frames, such as:

I found a detail. The words say _____. The photograph shows _____. My evidence is _____.

She records the main topic and then on a small tabletop chart adds key details that students suggest. If students list a detail that is unimportant, she works with them to support how to distinguish important details from unimportant ones.

She ends the lesson by reminding students to think about key details that support the topic of a text in their independent reading. She adds that there could be details in photos and captions as well as in words:



After Reading:
Mrs. O’Neal
prompts student
discussion.

Readers, remember that thinking about the key details that support the topic of a book will help you understand more of what you read. Some of those details could be in the pictures and captions. Be sure to think about those key details when you read nonfiction books on your own.

Mrs. O’Neal came to the lesson with several goals. The first was to help students learn to find key details that support the main topic. The second was to monitor her students carefully during the lesson so that all available assessment information could be gathered and considered. Mrs. O’Neal’s mind-set for assessment is consistent—she views formative, classroom-based assessment as a natural counterpart to instruction.

Mrs. O’Neal depended on two powerful and at-hand general approaches to assessment: observation and listening. Observation of student progress (or of lack of progress) helped alert her to students who were encountering difficulty. With observation, she noticed students who were confident and reading with authority. Contrasting with these students were those who were clearly struggling—they appeared ill at ease in their seats, they lost attention, and they lacked motivation and engagement for the specific reading. Observation was complemented by Mrs. O’Neal’s careful listening. She kept an ear out for student questions, for student discussions, and for telltale comments of success or frustration. When listening and observation suggested a teaching and learning opportunity, Mrs. O’Neal was at the ready to take advantage. She used a variety of questions to help students focus on the goal of reading and to remain on task. Digging deeper, Mrs. O’Neal asked questions that helped students identify key details, and then asked questions that helped them connect those details with the main topic.

I Guiding Reading Lesson

Mr. Roberts, a Grade 3 teacher, has a group of readers who are reading at an instructional level of P/38. He has chosen a biography to concentrate on summarizing the main idea and key details, which has been the focus of his whole-group lessons. Applying this focus on main idea and key details to multiple text types helps students become more flexible in their use of reading strategies.

Grade 3 lesson plan before meeting with group

DATE 3/27

TEXT Robert Ballard: Deepwater Explorer LEVEL P/38 Lexile 770L

TEACHING PURPOSE Summarizing the Main Idea and Key Details

GROUP MEMBERS Leah, Lucas, Isaac, Hailey

Before Reading

Mr. Roberts opens the lesson.

This informational text is a biography. Let’s think about the purpose of a biography.



Before Reading: Mr. Roberts introduces the biography genre to the small group.

Mr. Roberts invites students to flip through the book and view the illustrations. Then he has students turn to the table of contents and read the titles for Chapters 1–4. He asks how the titles of the chapters help a reader know this is a biography. Next, he provides information about the text type and engages students in a conversation to build more background on it. He then asks students to share what they already know about the sinking of the *Titanic*.

What do you think you will learn in this biography of Robert Ballard?

After students have spent some time sharing ideas and discussing what they know about biographies and Ballard and the *Titanic*, Mr. Roberts tells them the purpose for the day’s reading.

How does the sinking of the *Titanic* figure into this biography? Because we know this story is a biography, when you read, I want you to pay attention to what the main ideas are and the key details that tell about the important events in Ballard’s life. As you read the first part of the book, Chapters 1 and 2, look for key words and text features, such as captions and photos, that tell the main idea and key details of Ballard’s life. Ask yourself how key details in a biography help you learn more about the life of a person. Use self-stick notes to mark places where you find a key detail.

During Reading

Students begin to read silently or very quietly. Mr. Roberts turns to individual students to ask them to read aloud quietly so he can listen in and coach each student. He takes anecdotal notes as he listens. He observes Lucas making a list of possible key details. He listens to Isaac reason about the relationship between the text and a picture of Ballard’s *Argo*. He reminds them of the purpose of the lesson.

During Reading:
Mr. Roberts listens
to each student
read aloud.



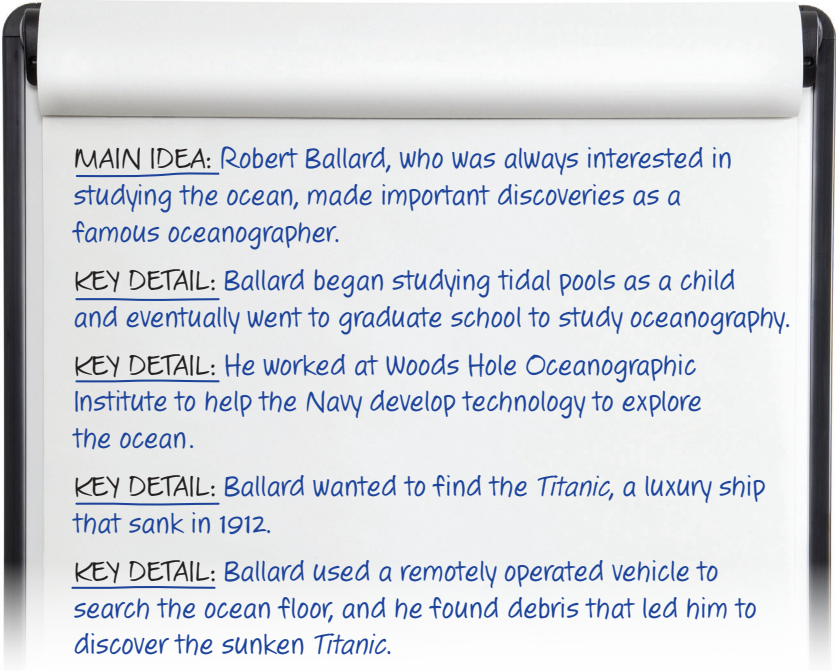
Remember, you are looking for key details. Look for key words in the text and in text features, such as captions, that tell you more about Ballard’s life. Think about the purpose of key details in a biography.

Mr. Roberts notices that Hailey is struggling.

Hailey, here’s what I do to help me think about details. I picture in my mind what I have read. After reading page 7, I picture *Argo* moving slowly at the bottom of the ocean in the deep, dark water. I visualize the scientists sitting on a ship looking at the video screens as they watch *Argo* underwater. Then I use those pictures in my mind to think about the important details on this page.

After Reading

Mr. Roberts supports students in having a collaborative conversations about the main idea and key details in the first two chapters of this biography. Then he tells them they will work together to create a



Mr. Roberts’s chart

SUPPORTING
ENGLISH LEARNERS

- ELs need extra support with many aspects of the English language, including vocabulary, verb tense, pronouns, contractions, idioms, and possessives.
- ELs benefit from speaking with and listening to English speakers.
- Support students as they learn to pronounce words correctly. But do not count mispronunciations during reading as errors.
- With languages that share some similarities with English, encourage students to think about words in that language that sound like or look like the English word. For example, many science-based academic content vocabulary words in Spanish and English are cognates.

summary chart of the key ideas in Ballard’s life. After they finish the chart, Mr. Roberts wraps up the lesson. He asks:

Why is it important for readers to locate and use key details in a biography?

Mr. Roberts gives several students time to share with a partner and then with the group.

When you continue with your independent reading, think about what details are most important in helping you understand the main idea.

Mr. Roberts used a combination of formative assessments to teach summarization and key details, and to evaluate student learning. Throughout the lesson, he used several types of questions. One question prompted students to engage relevant prior knowledge. Another question reminded students of their main task. Later in the

After Reading:
Mr. Roberts evaluates
student learning.



lesson, a further question invited students to reflect on their learning and on the strategies they used to construct meaning. Mr. Roberts made good use of self-stick notes. The notes helped students keep track of their thinking. They were also easily combined to represent the set of key details that support the main idea, and they were an indicator of how well students were doing during the lesson. As he circulated around the group, Mr. Roberts used the students’ self-stick notes in his formative assessment of their progress and challenges.

Concluding Thoughts

Guided reading lessons are a powerful way to provide students with instruction that focuses on their specific needs. As you listen to your students read, you can prompt and coach them, thoughtfully nudging them toward independence. Supporting students’ collaborative conversations at the end of each lesson helps them clarify their thinking, deepen their comprehension, and understand that they should practice further in their own independent reading of texts.

Observations and anecdotal notes made during guided reading help you make decisions about teaching, reforming groups, personalizing your support to students, and deciding on independent reading goals. This information might also help you choose a focus for read-aloud, shared reading, or a mini-lesson.

Reflecting on Your Teaching

Here are some questions to help you reflect on your teaching and to guide professional learning discussions:

- How do you determine when it’s time to change membership of your guided reading groups?
- What are some ways you ensure that you are supporting your students’ ability to use skills independently after your guided reading lessons?
- What do you find to be the most challenging aspect of guided reading lessons?

FURTHER READING

Next Step Guided Reading in Action, Grades K–2 by Jan Richardson (Scholastic, 2013).

Next Step Guided Reading in Action, Grades 3 and up Revised Edition by Jan Richardson (Scholastic, 2013).

Guided Reading: What’s New, and What’s Next? by Michael P. Ford (Maupin House, 2015).

Guided Reading, Second Edition: Responsive Teaching Across the Grades by Irene Fountas & Gay Su Pinnell (Heinemann, 2016).

Small-Group Reading Instruction: A Differentiated Model for Beginning and Struggling Readers by Beverly Tyner (International Reading Association, 2009).

Small-Group Reading Instruction: Differentiated Teaching Models for Intermediate Readers by Beverly Tyner (International Reading Association, 2012).

Guided Reading and Literacy Centers by Stanley L. Swartz, Rebecca E. Shook, & Adria F. Klein (Dominie Press, Inc., 2003).