

GRADES
K-8

The
Next Step in
Guided Reading

BOOK BUNDLE

The Guide at a Glance

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ISBN: 978-0-545-37431-6

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INTRODUCTION

This guide emphasizes an active, practical approach to professional development. At Scholastic:

- 1 We are committed to furthering quality teaching by being tenaciously teacher-centered.
- 2 We realize that while professional books can change a teacher's practice, the books become even more potent in a staff-development setting with a high degree of conversation around questions that arise within the group about teachers' particular students and challenges.
- 3 We think that the best PD is fluid rather than fixed, and that once teachers dive in and try new practices, the continued support they need evolves over time. With this in mind, we have developed this guide with tips for using the book in a range of PD settings:
 - Study groups and other professional learning communities (PLCs)
 - One-on-one coaching

Refer to the box below to envision how you might work with educators in various places to bring about cohesive district-wide professional development.

| Setting | Led by/grassroots teacher level | Led by/school level literacy leader | District level |
|--------------------------------------|---------------------------------|-------------------------------------|--------------------------------------|
| Study groups | Teachers | Literacy coach/Principal | Leadership team – LA Supervisor |
| One-on-one coaching in the classroom | Peer coach | Literacy coach/Principal | Outside consultant/ Literacy coaches |

THE IMPORTANCE OF GUIDED READING

Reading is a complex activity—one that requires a balanced program that includes reading to, with, and by children. Guided reading is the reading “with” children part of a balanced program and is designed to meet the diverse reading needs of all students. Getting guided reading right is so important because it supports students’ reading development in countless ways. Guided reading:

- Is a targeted and purposeful way to meet the diverse needs of students in your classroom.
- Supports students’ skill and strategy development for making sense of text.
- Provides a small-group setting that allows students to feel safe and supported.
- Allows the teacher to coach students during their reading process.
- Allows teachers the opportunities to revisit specific teaching points, skills, and/or strategies with which students need more support.

OUR PD GOALS

This book will support you and the teachers with whom you work to implement effective guided reading instruction. Author Jan Richardson clearly and succinctly takes you through the process of implementing purposeful and successful guided reading instruction for all students. She includes assessment tools, lesson plans, writing supports, and targeted reading strategies to catapult your instruction to the next level. This comprehensive guide provides in-depth descriptions and examples for supporting all students' reading development.

BOOK BASICS: USING THE BOOK FOR PRACTICAL PD

In the sections that follow, you'll find guidance for introducing and sustaining professional development in study groups and one-on-one settings. Use *The Next Step in Guided Reading* as a centerpiece for discussion.

Facilitating a Study Group

Study groups work best when teachers are intricately involved in their planning and when teachers hold themselves accountable for trying out new learning and understanding in the classroom. We call this Taking Action, which is the cornerstone of all our Scholastic PD Guides. Identified below and used throughout these guides are four Taking Action options teachers can choose from. These options help tether teachers' new learning in the PD setting to actual teaching in four important areas of effective teaching and learning.



Taking Action Options

Know Yourself

Inspires teachers to think about their beliefs about teaching and learning and allows them time to think about why they do what they do.

Know Your Students

Gets teachers in the groove of one-on-one work with a student, from which teaching strengthens.

Try It Out

Invites teachers to take the reins of what they are learning in PD by trying a lesson, using a new resource, or implementing a new routine within the classroom.

Know the Needs

Gets teachers to use resources such as surveys, parent-teacher conferences, and literacy meetings to note the patterns and needs they observe. Additionally, this action gets teachers in the habit of regularly looking across students' information and work samples to see the class as a whole so they can adjust their instruction based on patterns they observe.

These four areas in turn contain many different opportunities for teachers to apply and extend their learning during planning, teaching, and reflecting after a day in the classroom. Below is a chart that highlights some examples of specific actions within each category. It's designed just to get you started in your thinking—the specific actions are limitless.

| Action Category | Example of Specific Actions |
|--------------------------------------|---|
| Know Yourself: Pause & Reflect | Before reading a chapter or after reading, stop for a moment, think, and write about how your beliefs about teaching and learning compare with those portrayed in the book and/or discussions. |
| Know Your Students: Document & Share | Listen in on student discussions and take note of how an individual student is participating. Read student responses. |
| Try It Out: Reflect & Share | Choose an activity, lesson, assessment, routine or resource from the book and share with your colleagues how it went. Did you revise it? How did students respond? What surprised you? |
| Know the Needs: Collect & Analyze | Collect information regarding the types of comments/questions students make/ask in their discussions. Get a sense for how and what students are understanding. Use the data to provide direction for future teaching. |

Questions and Statements to Deepen Thinking

- ◆ What works and doesn't work in your current teaching practice?
- ◆ How did it feel to implement something new?
- ◆ What benefits did you notice in the students' motivation?
- ◆ How might you do it differently?
- ◆ How has this changed your views of students, teaching, or learning?
- ◆ Where will you go from here?
- ◆ What are some next steps?

Study-Group Sessions: Suggested Format

Each study-group session should have similar components that vary based on the specific needs, concerns, interests, and successes of the teachers with whom you work.

1. Taking Action: Share

2. Discuss Book and Journals

3. Taking Action: Plan

1 Taking Action: Share

For the first session, encourage teachers to share and think together about their needs, practices, and goals for teaching guided reading. Discuss how they've implemented instruction in the past, what's worked, and how they want to grow.

In subsequent sessions, ask them to reflect upon the action they chose to focus on between sessions. Beginning each session this way validates teachers' effort and supports their continued learning and ownership.



OTHER ACTION IDEAS

Steering the Conversation: Tips for Success

Everyone has his or her own particular style for guiding discussions, but here are some phrases that professional development leaders rely on to keep participants engaged, respected, and open to ideas. The most important takeaway? Think side-by-side learning, rather than top-down telling. The “Here’s what you are going to do” style of PD never works. If instead you position yourself in the group as a co-learner and participate in discussions in the spirit of “We’re all in this together,” it’s winning, infectious. Teachers feel truly on the same professional plane as you and, ultimately, students benefit.

- ◆ Tell me more . . .
- ◆ So, if I understand you correctly, you thought, felt, noticed . . .
(Restating what someone has said shows that you care about what he says and are trying hard to understand his meaning.)
- ◆ I’m not sure I understand your point, could you say it another way? Or can someone help me understand?
- ◆ Your expertise is vital here . . . how does the idea in this book match up to your experiences with students of this age? What is spot on? What’s different?
- ◆ Wow, this comment builds on what _____ was saying a moment ago . . .
- ◆ Interesting. What you’re saying strikes me as really different from how _____ defined the challenge/suggested to solve the problem. Why don’t the two of you do an impromptu turn-and-talk about it. We’ll listen in, and let’s get others to add their perspective.

2 Discuss Book and Journals

You may have teachers keep a reading journal to record their thinking between sessions. These journals can help spur conversations and focus the discussions based on teachers’ interests and needs. Since everyone comes to a text with different experiences and from varying points of view, these conversations support teachers’ growing and developing knowledge while broadening their understanding of the readings.

3 Taking Action: Plan

At the end of each session, take the time to plan with teachers what their Action for between sessions will be. Also take the time to plan what readings are required and when and where the next meeting will be held. Ending sessions in this way helps to continue the momentum and reminds teachers that learning together is a process, one that takes investment and time.

PLANNING NOTES,
MATERIALS, AND
REFLECTIONS



The Book Up Close

This section provides chapter-specific discussion ideas and possible teacher actions to facilitate your use of the book when working within a study group. These ideas are certainly not exhaustive, but should provide you with enough direction and focus to use the book to meet your needs.

Chapter 1

In the opening chapter, Richardson lays out the groundwork for fostering independence to prepare your students for guided reading. Teachers are provided with an overview of a balanced reading program, including an explanation of how guided reading fits in.

DISCUSSION STARTERS

- Discuss with teachers how they prepare their students for independent and small-group work in the beginning of the year. What suggestions from the text might they incorporate?
- Ask teachers which of the approaches to a balanced reading program are already part of their daily reading instruction. Which would they like to incorporate more of?
- Richardson asserts that building community is important if guiding reading is to be successful. Ask teachers to discuss why they think Richardson feels this way. What do they do to build community?
- Based on the age of the students with whom teachers work, review the suggestions from the small-group centers for K–1, the literacy workstations for primary grades, and the literacy activities/stations for intermediate grades. Ask teachers to discuss how they might begin to incorporate these ideas into their daily instruction. What kinds of instructional and organizational changes might be needed?
- Richardson provides a detailed description of how to use reading notebooks. Ask teachers about their thoughts on how the notebooks are organized. How might notebooks like this support students' reading development, independent work, and their ability to work with small groups?
- Review the questions teachers ask about classroom management. Use teachers' own experiences to answer the questions.

TAKING ACTION SUGGESTIONS

Know Yourself Pause & Reflect

How do you believe children learn to read? Describe an environment most conducive to students' reading development. Now compare what you wrote to what your classroom looks like. How in line are the two? What are you hoping to get out of this book to move your teaching to better support students' reading development?

Try It Out Reflect & Share

Try incorporating one or more of the literacy stations into your classroom. If you already have centers or stations, incorporate a new one. If you do not have centers or stations, try to reorganize your reading block to utilize them. How did students respond?

Try It Out Reflect & Share

Introduce a reading notebook. Reflect on how incorporating the reading notebook impacts your instructional decisions.

Chapter 2

In this chapter, Richardson describes how to use assessments to properly group students. She points out the importance of conducting on-going assessments to help understand the needs of individual students.

DISCUSSION STARTERS

- Richardson asserts that assessment is necessary to provide effective guided reading instruction. How does she support that claim? Ask teachers if rings true in their classroom and in their interactions and planning with students.
- Discuss with teachers different types of assessments and their different purposes. You might want to make a chart listing the pros and cons of each.
- Review the questions teachers ask about assessment. Use teachers' own experiences to answer the questions.

TAKING ACTION SUGGESTIONS

Know Yourself Pause & Reflect

What types of assessments do you use in your classroom? How do they support your beliefs about reading and reading instruction? In what ways do you use them to group students, choose texts, and know what to teach?

Know Your Students Document & Share

Choose a student to focus on. Conduct the assessments listed in the chapter and make a plan for instruction. Share your results with colleagues and get feedback.

PLANNING NOTES, MATERIALS, AND REFLECTIONS

**PLANNING NOTES,
MATERIALS, AND
REFLECTIONS**

Chapter 3

This chapter provides detailed lesson plans and multiple descriptions to support teachers as they work with pre-A and emergent readers.

Depending on your situation and the teachers with whom you are working, you may want to spend multiple weeks studying this chapter.

DISCUSSION STARTERS

- Review and discuss Richardson’s definitions of skills and strategies on page 57. Ask teachers to discuss how Richardson’s definitions match or contradict their own definition or other definitions they’ve encountered. Why is it important for your group to decide on a common definition?
- Richardson provides many concrete skill- and strategy-specific ideas for working with students in the pre-A emergent levels. Ask teachers which they are familiar with. Which are they excited to try out? Make a list of the ideas the teachers already use in their classrooms and ones that they want to try. Discuss with teachers how they will go about incorporating these new ideas into their classrooms.
- Notice how much material Richardson fits into a lesson and how much thinking students are expected to do. Review the different parts of the pre-A lesson. Discuss with teachers how they would prepare to conduct a pre-A lesson. What would a week of pre-A lessons look like?
- Review the assessment chart and how to use it. Discuss with teachers how they will collect the data on each student.
- Review and prepare the needed materials for emergent guided reading lessons. Discuss which high-frequency chart teachers prefer. Be sure to discuss the reasons behind their preferences.
- Richardson recommends a two-day cycle. Review the different parts of the emergent lesson from Day 1 and Day 2. Discuss with teachers how they would prepare to conduct an emergent lesson. What would a week of emergent lessons look like?
- Review the questions teachers ask about emergent guided reading. Use teachers’ own experiences to answer the questions.

TAKING ACTION SUGGESTIONS

Know Yourself Pause & Reflect

Richardson strongly asserts that students read independently during guided reading. Why does she feel this way and how does that fit with what you do or with what you believe?

Try It Out Reflect & Share

Have teachers observe each other implementing the lesson. Use the rubric on pages 72 and 73 or 96 and 97 to assess how the lesson went.

Know Your Students Document & Share

Conduct the ten-minute lesson for emergent readers with one of your students. How did the student respond? How did you need to shift your schedule or plans to “fit” this in? How might you be able to do more of this with additional students?

Chapter 4

This chapter is filled with detailed lesson plans and multiple descriptions to support teachers as they work with early readers.

DISCUSSION STARTERS

- Review the developing skills and strategies early readers use. Compare those to the skills and strategies in the pre-A and emergent levels. Perhaps make a chart of the developing skills.
- Richardson provides many concrete skill- and strategy-specific ideas for working with students in the early reader level. Ask teachers which they are familiar with. Which are they excited to try out? Make a list of the ideas the teachers already use in their classrooms and ones that they want to try. Discuss with teachers how they will go about implementing these new ideas.
- Review the assessment chart and how to use it. Discuss with teachers how they will collect data on each student.
- Notice how much material Richardson fits into lessons and how much thinking students are expected to do. Also notice that she recommends a two-day cycle. Review the different parts of the early reading lesson from Day 1 and Day 2. Discuss with teachers how they would prepare to conduct an early reading lesson. What would a week of early reading lessons look like?
- Review the questions teachers ask about early reader guided reading. Use teachers' own experiences to answer the questions.

TAKING ACTION SUGGESTIONS

Know Yourself Pause & Reflect

What do you know about early readers? How do your thoughts on what early readers need to support their reading development compare with what Richardson suggests? If your ideas are different do you understand her rationale? How might your thinking be influenced?

Try It Out Reflect & Share

Have teachers observe each other implementing the lesson. Use the rubric on pages 173 and 174 to assess how the lesson went.

Know Your Students Document & Share

Conduct the ten-minute lesson for transitional readers with one of your students. How did the student respond? How did you need to shift your schedule or plans to “fit” this in? How might you be able to do more of this with additional students?

PLANNING NOTES, MATERIALS, AND REFLECTIONS

PLANNING NOTES,
MATERIALS, AND
REFLECTIONS

Chapter 5

Chapter 5 provides a multitude of detailed lesson plans and many descriptions to support teachers as they work with transitional readers.

DISCUSSION STARTERS

- Review the developing skills and strategies transitional readers use. Add to your chart of the developing skills.
- Take a look at the general guidelines for transitional readers on page 145. What does Richardson say about the transitional reader and his/her specific needs?
- Review the assessment chart and how to use it. Discuss with teachers how they will collect data on each student.
- Discuss Richardson's comments about teaching the personal word wall and for holding students accountable. She mentions that many students need to be taught how to use the word wall as well as how to copy from the list. What other things do we ask students to do that might require more explicitness on our part?
- The transitional procedures for guided reading work within a three-day cycle. Review the plans and discuss the rationale for devoting three days to the transitional plans.
- Review the questions teachers ask about transitional guided reading. Use teachers' own experiences to answer the questions.

TAKING ACTION SUGGESTIONS

Know Yourself Pause & Reflect

How would you define a transitional reader? How does what you think transitional readers need to support their reading development compare with what Richardson suggests? If your ideas are different do you understand her rationale? How might your thinking be influenced?

Know Your Students Document & Share

Conduct the ten-minute lesson for transitional readers with one of your students. How did the student respond? How did you need to shift your schedule or plans to "fit" this in? How might you be able to do more of this with additional students?



Chapter 6

This chapter provides detailed lesson plans and multiple descriptions to support teachers as they work with fluent readers.

DISCUSSION STARTERS

- Have teachers review the developing skills and strategies fluent readers use. Ask them to add to their chart of the developing skills.
- Begin a new chart about how to select books for the various levels. This will help to show teachers how the developing skills and strategies coincide with book/text selection.
- Discuss the comprehension strategies, scaffolds, and prompts chart on page 183. Ask teachers how this might influence their teaching within a fluent guided reading group.
- How does Richardson suggest incorporating vocabulary instruction?
- Richardson provides a detailed discussion about comprehension scaffolds when working with fluent readers in guided reading groups. How might teachers incorporate some of these ideas into their teaching? How might they transcend the guided reading?
- As part of the scaffolds, Richards discusses different types of questioning techniques, characterization, and inferencing. Discuss with teachers why they think that is. How do they think the questioning techniques, working with characterization, and inferencing helps students develop comprehension?
- Review the questions teachers ask about fluent guided reading. Use teachers' own experiences to answer the questions.

TAKING ACTION SUGGESTIONS

Know Yourself Pause & Reflect

What do you feel you do really well with your fluent readers? What would you like to get better at doing?

Try It Out Reflect & Share

Have teachers observe each other implementing the lesson. Use the rubric on page 199 to assess how the lesson went.

Try It Out Reflect & Share

Choose one or a few of the comprehension scaffolds to try out with select students. Document how students respond. Ask them to reflect on the process. How did you feel? Did the different questioning technique or focus seem to fit?

PLANNING NOTES, MATERIALS, AND REFLECTIONS

PLANNING NOTES,
MATERIALS, AND
REFLECTIONS

Chapter 7

This chapter provides teachers with support in working with students who are not making the expected progress. Included in the chapter is a “fix-it” guide that identifies common difficulties students might have.

DISCUSSION STARTERS

- When working with struggling readers it is important to step back and zoom in almost simultaneously. Richardson suggests a five-step process. Review the process with teachers and maybe have teachers identify a few students on whom they might want to focus.
- Review the analyzing text and problem-solving charts based on the needs of the identified students. Discuss how the teachers will begin the process of identifying the students’ difficulties and offering them the support they need.
- Review and discuss the factors that will maximize teachers’ guided reading effectiveness.
- Discuss with teachers their next steps for continuing this work.

TAKING ACTION SUGGESTIONS

Know Yourself Pause & Reflect

Take a moment to think about all that you learned from this book and your discussions with colleagues. How has your instruction been impacted? How have students responded? What additional questions do you have? Where will you go from here?

Know Your Students Document & Share

Choose a struggling student and then implement the five-step process to try to identify his/her difficulties. Then plan how you will support that student’s developing reading.



Facilitating One-on-One Coaching

Use this book to work one-on-one with teachers—whether a novice who needs to learn more about guided reading or whether a veteran who just needs a little push to see things in a new light. Or, you may choose to work with a teacher who is having trouble thinking of engaging activities, or a teacher who needs help thinking of meaningful ending projects. This book can help you address all of these needs. Here are some suggestions:

- Photocopy a chapter for a teacher and then talk with her about it.
- Plan a unit with a teacher and begin by co-teaching.
- Organize for a teacher to observe another teacher facilitating student discussion.
- Go to the library or bookstore to pull books that were suggested in *The Next Step in Guided Reading*.

Book Personalized

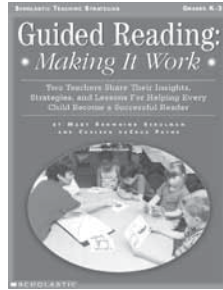
Often, teachers come to staff developers and literacy coaches with specific questions and concerns. Other times, staff developers and literacy coaches notice areas in need of improvement when working with individual teachers. When staff development is focused or differentiated based on teachers' specific concerns and needs it supports teachers' continued growth as well as honors their own experiences and learning processes. The chart below highlights some common questions or concerns teachers have when working with young readers and how this book can support you and the individual teachers in meeting the needs of students.

| Common Concerns | Specific Support You Can Give |
|--|--|
| If a teacher . . . | Then . . . |
| Does not know how to organize her classroom to allow for small-group work | Read and discuss: Chapter 1 Plan and organize the classroom with the teacher. Have the teacher observe another teacher whose guided reading groups are up and running. |
| Is not sure how to assess student reading to create small groups | Read and discuss: Chapter 2, pages 74–78, 107–111, 145–151, 179–185 |
| Has struggling readers and does not know what to do | Read and discuss: Chapter 7 |
| Needs work extending students' comprehension | Read and discuss: pages 209–247 |
| Needs help working with students who are still working on the alphabetic principle | Read and discuss: pages 56–73 |

BOOK NOTES

Book-to-Book Connections

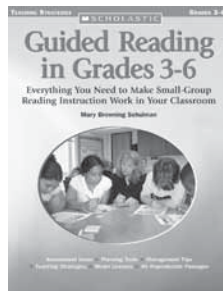
It's always helpful to provide learners with various ways to enter into learning. Therefore, listed below are other books and resources that support and complement the work that Richardson discusses in her book.



Guided Reading: Making It Work

by Mary Browning Schulman and Carleen DaCruz Payne

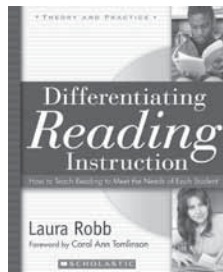
This book is chock full of assessment tools, lesson ideas, reproducibles, and leveled book lists to help any K–3 teacher implement successful guided reading groups and support students' continued reading development.



Guided Reading in Grades 3–6

by Mary Browning Schulman

Focusing on students in grades 3–6, this book provides teachers with detailed lessons, assessment and record-keeping tools, a framework for planning and teaching small-group reading instruction, and so much more.



Differentiating Reading Instruction

by Laura Robb

A must-have book for all grades 3–8 teachers. This book is rich with insights about meeting the needs of all readers. Robb provides up-close and personal anecdotes, lessons, and student work nested in the big picture of purpose. She provides all that is needed to implement differentiated read-alouds, whole-class instructional reading, small-group instruction, and independent reading that supports all readers.



Comprehension From the Ground Up

by Sharon Taberski

The perfect resource for all K–3 teachers. Taberski sheds new light on reading instruction by providing teachers with thoughtful and purposeful ideas to incorporate throughout their daily reading program. She does so with a warmth and respect for both children and teachers. The book frames reading instruction in a simple, doable, and effective way that enlivens classrooms and student engagement and understanding of texts.