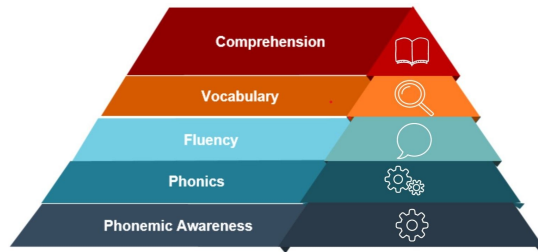


Expectations for Guided Reading Instruction

The goal of reading instruction in Woodridge 68 is for students to learn effective reading strategies and have daily time to apply reading strategies in high interest, self-selected books.



Assess - Decide - Guide Framework

<p style="text-align: center;">Assess</p> <p style="text-align: center;">Word Knowledge Inventory Reading Conference (Fountas & Pinnell)</p>	<p>When teachers assess they:</p> <ul style="list-style-type: none"> • know students' reading habits and preferences • determine students' instructional reading levels • pinpoint developmental word knowledge • identify the skills and strategies students need to learn to be proficient readers
<p style="text-align: center;">Decide</p> <p style="text-align: center;">PLC/Collaboration Meetings</p>	<p>When teachers decide they:</p> <ul style="list-style-type: none"> • determine an instructional focus • form groups based on students' needs • select texts • monitor progress
<p style="text-align: center;">Guide</p> <p>Instruction includes three categories:</p> <ul style="list-style-type: none"> • Reading • Word Study • Writing <p><i>Teacher guides a minimum of two guided reading groups throughout the course of the school day</i></p>	<p>When teachers guide they:</p> <ul style="list-style-type: none"> • introduce the text and state the learning target • scaffold and teach for strategies • incorporate word study and vocabulary instruction • connect reading and writing • engage readers



Component	Evidence of Implementation
<p>First Six Weeks Kindergarten First Grade</p>	<p>Teachers:</p> <ul style="list-style-type: none"> ● establish firm routines for working independently and in small groups ● explicitly teach procedures for the literacy activities students will be doing while you teach guided reading ● reference “The First Six Weeks Teaching Routines and Procedures” on pg. 17 of <i>The Next Steps Forward in Guided Reading</i> by Jan Richardson
<p>Guided Reading Implemented by October 1st</p>	<p>Teachers facilitate:</p> <ul style="list-style-type: none"> ● small groups of 4-6 students ● small group meeting of a maximum of 20 minutes per group ● utilizing the <i>Asses-Decide-Guide Framework</i>
	<p>Students working with teacher:</p> <ul style="list-style-type: none"> ● self-monitor and problem solve their way through instructional level texts ● participate in meaningful reading, word study, and writing practice (via the suggested <i>Guide</i> component of the framework)
	<p>Students working independently:</p> <ul style="list-style-type: none"> ● participate in literacy activities that: <ul style="list-style-type: none"> ○ are intentional and rigorous ○ practice to promote independence and interdependence ○ are tied to literacy standards ○ use multiple modalities <ul style="list-style-type: none"> ■ reading ■ writing ■ listening ■ speaking softly ■ tactile

“All students have the right to read at grade level by the end of the third grade.”

-Dr. Broncato