



GUIDED READING

a 6-part training series

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TRAINING #1

guided reading 101



TIMING

This training will take at least 120 minutes to deliver. It is recommended that an additional 30 minutes be added for teacher work and collaboration time.



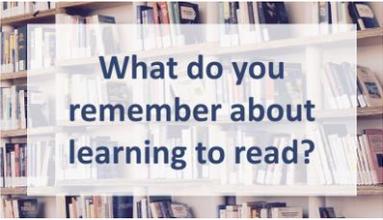
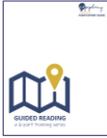
OBJECTIVES

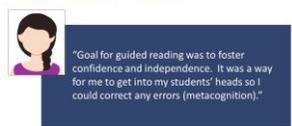
- Define the key elements of a successful Guided Reading Program
- Review the research on effective Guided Reading
- Collaboratively agree on the framework for your school/classroom



PRE-TRAINING CHECKLIST

- PowerPoint Slides
- Participant Guide (if not already provided to teachers)
- 5 large chart papers with example schedules (p. 11)
- Extra copies of “Your Schedule” worksheet in case teachers mess up and want to start new ones (p. 8 of **Participant Guide**)
- “Great Habits, Great Readers” videos 4, 28, 29, 30

Slide	Script
 <p>GUIDED READING</p> <p>TRAINING 1 guided reading 101</p>	<p>[Introduce yourself]</p> <p>Thank you all for being here today. Today we will be working on guide reading, which is a technique that has been proven to be extremely effective in supporting students as they become better readers.</p>
 <p>What do you remember about learning to read?</p>	<p>To start off, please turn to someone beside you and answer this question.</p> <p>[Allow a few minutes for people to share then bring it back whole group and ask for a few volunteers to share what learning to read was like for them.]</p>
<p>YOUR PARTICIPANT GUIDE</p>  <p>Guided Reading 101</p>	<p>You all have your own participant guides to go with this training series. We will be directing you to relevant pages to write on and complete activities throughout the session.</p> <p>[If the entire participant has been printed and bound (or put in a 3-ring binder) for participants, let them explore the table of contents and explain that templates for all relevant activities are provided at the end of the participant guide so to not be shy about writing on pages throughout the training series. There are fresh copies in the back they can use in their classrooms.]</p>
<p>AGENDA</p> <ul style="list-style-type: none"> Define the key elements of a successful Guided Reading Program Review the research on effective Guided Reading Collaboratively agree on the framework for your school  <p>Guided Reading 101</p>	<p>[Ask for volunteers to read objectives. Ex: “Can I have a 3rd grade teacher read the first agenda item?”] PAGE 6 of participant guide</p>
<p>AGENDA</p> <ul style="list-style-type: none"> Define the key elements of a successful Guided Reading Program Review the research on effective Guided Reading Collaboratively agree on the framework for your school  <p>Guided Reading 101</p>	<p>“Let’s get started with the elements of a successful program.”</p>

<p>EXEMPLARS</p>  <p>Students Mindsets & Classroom Culture Before/During Guided Reading After Guided Reading</p>  <hr/> <p style="text-align: right; font-size: small;">Guided Reading 101</p>	<p>“We will be watching 4 exemplar videos that show various steps throughout the guided reading process. On PAGE 6 of your participant guide, there are four questions we want you to think about and answer as you watch these videos. Take a minute to read the questions before we begin.”</p> <p>[Pause for a minute, then play the videos, stopping after each one to allow for reflection time. Videos you will need are: Mindset & Culture (Transition to Independent Reading) Video 4, Before Reading-Video 28, During Reading-Video 30 (Word Solving), After Reading-Video 29 (Comprehension)]</p> <p>“At your tables, discuss your reflections from the videos?”</p> <p>[Allow time for participants to talk at tables then bring it back whole group and take a few volunteers to share out]</p> <p>Expected/potential conclusions: Teachers really need to be prepared; teachers should foster a love of reading; students current reading levels and interests should be known; developing stamina and independence in students would be necessary; having a robust classroom library and knowing the content of all the books would be necessary; knowing what typical mistakes students may make based on reading level and how to coach them through those mistakes with proper questions and strategies; teachers should pick books that have ample opportunities for students to practice overcoming obstacles/mistakes that are typical for their reading level; teachers should be thinking about lessons, modeling, anchor charts, and activities that can be done during general instruction that can continue to support the needs of readers.</p>
<p>AGENDA</p> <ul style="list-style-type: none"> • Define the key elements of a successful Guided Reading Program • Review the research on effective Guided Reading • Collaboratively agree on the framework for your school  <hr/> <p style="text-align: right; font-size: small;">Guided Reading 101</p>	<p>“The conclusions you all came to are all correct. Guided reading looks simple on the surface, and once you do the pre-work, it is. What you all saw were exemplar videos of what we hope your classroom can look like by the end of the year. In order to execute this effectively, we have to know what excellence looks like and what the research says.”</p> <p>Question: “Having seen these videos, what do you think the goal and purpose of guided reading is?”</p>
<p>GROUNDING IN RESEARCH</p>   <hr/> <p style="text-align: right; font-size: small;">Guided Reading 101</p>	<p>“In order to create this program, we first started by interviewing a former first grade teacher. She reclassified all but one student on her state’s English Language Learner assessment and she believes guided reading was the number one contributor to her success. Here is how she described the purpose of guided reading...”</p> <p>[Click to display her quote.]</p> <p>“We also grounded our program in two books that addressed the two components of successful guided reading programs: 1) making sure students who are not in guided reading group still have something meaningful to do, and</p>

	<p>2) making sure guided reading groups are truly driving students toward independence.</p>
<p> GROUNDED IN RESEARCH</p>  <p>...on most days, children should engage in a brief, teacher-guided lesson, independent reading <i>with choice</i>, small-group opportunities, conferring, and sharing. The goal is not for students to demonstrate strategies, skills, silent reading, and specific behaviors. Instead, our goal is independence.”</p>  <p>Guided Reading 101</p>	<p>Those books are “What Are The Rest of My Kids Doing?””</p> <p>[Click to display photo and quote and request a volunteer to read out loud]</p>
<p> GROUNDED IN RESEARCH</p>  <p>“Flexible, small-group sessions that allow you to target the aspects of reading your students need support with the most. Use them to address specific student needs while providing greater reading independence.”</p>  <p>Guided Reading 101</p>	<p>“...and “Great Habits, Great Readers.”</p> <p>[Click to display photo and quote and request a volunteer to read out loud]</p>
<p> GUIDED READING DEFINED</p>  <p>How do you define guided reading?</p>  <p>Guided Reading 101</p>	<p>“Turn and talk to your neighbor and answer the following question: Keeping in mind what you saw in the videos and what the research tells us, how would you succinctly define guided reading?”</p> <p>[Allow time for a turn and talk; ask for people to share their ideas out loud]</p>
<p> AGENDA</p> <ul style="list-style-type: none"> Define the key elements of a successful Guided Reading Program Review the research on effective Guided Reading collaboratively agree on the framework for your school  <p>Guided Reading 101</p>	<p>“We are now moving on to how our pilot team defined guided reading and the framework they designed for their school.”</p>
<p> GUIDED READING DEFINED</p> <p>We define guided reading as targeted, small-group, and differentiated instruction that supports the development of necessary reading skills to create independent and confident readers.</p>  <p>Guided Reading 101</p>	<p>“Here is our formal definition of guided reading. ON PAGE 7 of your participant guides, there is a space at the top of the page to right this down. Take a moment to do that.”</p> <p>[Solicit feedback from the group about how this definition is the same/different from what they initially thought]</p>

DESIGNING A FRAMEWORK



Guided Reading 101

“It’s time for a little pre-test! Now we want you to partner up with someone next to you and predict what you think each component of our framework entails. Once we tell you the answer, you can fill in responses **ON PAGE 7** of your participant guide.”

[Click for clock to appear]

Ask: “How many minutes per week do you think every child should spend in a guided reading group?”

[Allow no more than 1 minute for pairs to discuss]

Answer: “The average student should receive 25-30 minutes of guided reading instruction each week.”

[Click for test to appear]

Ask: “How do you measure success? How will you know your guided reading interventions are successful?”

[Allow no more than 1 minute for pairs to discuss]

Answer: “There are a variety of ways to measure the effectiveness of guided reading groups. Quarterly reading benchmarks that assess student reading level and comprehension are just as important as in-the-moment assessments that many people refer to as “running records”. Those will be discussed in another training session, but the main take away is that you should have formative and summative assessments that measure ALL components of reading: reading level, comprehension, fluency, phonemic awareness, decoding, etc.”

[Click for group to appear]

Ask: “How should you choose groups for guided reading? Should they be homogenous or a mixture of levels and abilities?”

[Allow no more than 1 minute for pairs to discuss]

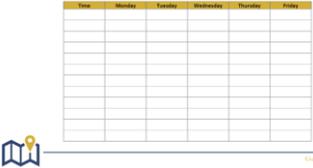
Answer: “They should be homogenous. You want students receiving your small-group instruction to be on the same reading level so that you can provide the same targeted intervention and enrichment that they all need.

[Click for GR Group to appear]

Ask: “What will you and your students be doing in the guided reading group?”

[Allow no more than 1 minute for pairs to discuss]

	<p>Answer: “During guided reading, you should be working on getting students to overcome common mistakes they might make at their reading level. You will start by correcting their errors and will work toward getting them to self-correct those errors so that they can work toward greater reading independence and confidence. Another goal is to get them to continue to move up in reading levels, such as their Lexile scores.”</p> <p>[Click for single person to appear]</p> <p>Ask: “What will the rest of your kids be doing individually?”</p> <p>[Allow no more than 1 minute for pairs to discuss]</p> <p>Answer: “That is a very important part of guided reading! How can you make sure to move beyond ‘busy work’ or worksheets and make sure that students are participating in what we call Purposeful Learning Experiences (PLEs)? How can you give them work that will enhance their literacy skills as opposed to focusing on classroom management that keeps them quiet enough for you to work with your small group?”</p> <p>Ask: “At your tables, talk about how close your understanding of guided reading was to our understanding. How strong are each of these components in your classroom at the current moment? What obstacles are you facing that might inhibit excellent guided reading from taking place?”</p> <p>[Allow time for discussion and elicit feedback from participants]</p> <p>[Expect to tell teachers that detailed answers to questions about how to group/assess students, what effective PLEs look like, and how to best plan for guided reading in the 5 trainings to come.]</p> <p>“These components are very important but planning for them won’t do us any good until we have carved out consistent time for guided reading in our classrooms. Today, we want to focus the rest of our time together on identifying the best schedule for you and your students based on grade and your ELA block.”</p>
<p>TIMING IS EVERYTHING</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  <small>20-25 weeks</small> </div> <div style="text-align: center;">  <small>25 minutes per week 500 minutes per year</small> </div> <div style="text-align: center;">  <small>Impact?</small> </div> </div> <hr style="border: 0.5px solid #ccc; margin: 10px 0;"/> <div style="display: flex; align-items: center;">  Guided Reading 101 </div>	<p>[Click for calendar to appear]</p> <p>Keeping in mind testing schedules and the first quarter of school that students will not have targeted GR, teachers have an opportunity to deliver GR groups for about 20-30 weeks in an academic year.</p> <p>[Click for clock to appear]</p> <p>In order for students to get the full benefit of guided reading groups, they should receive 25-30 minutes of guided reading instruction each week. For students who are below grade level, they may need to be included in the</p>

	<p>guided reading rotations more often in order to receive up to 60 minutes of support each week. That translates to at least 500 minutes per child. At the same time that students are getting 500 minutes of GR intervention, the vast majority of the class needs to be working independently. This can be both positive and negative depending on how prepared students are to engage in Purposeful Learning Experiences (PLEs).</p> <p>[Click for graph to appear]</p> <p>Ask: “What kind of impact could 500 minutes of reading intervention/enrichment have on your students?”</p>																																																												
<p>GALLERY WALK</p> 	<p>“All along the walls of the room you will find 5 posters with a variety of schedules for ELA/Reading blocks. We are going to give you 10 minutes. We want you to spend two minutes at each poster. Observe the schedule. Chat with the person(s) at the poster with you about what you might like about the schedule or what you would do differently (leave post its with your comments and/or questions). We will prompt you to move to a new poster after two minutes. At the end of the 10 minutes. We will ask you to stand next to the schedule you like the most for your class.”</p> <p>[Have participants count off from 1-5 to know which poster they will start at. Set timer. Prompt everyone to shift to a new poster every 2 minutes. When time is up do a call and response.]</p> <p>“Alright. At this time please go stand next to the schedule you like the most.”</p> <p>[Ask 2-3 people to share why they chose the schedule they chose.]</p>																																																												
<p>DESIGN YOUR ELA BLOCK</p>  <table border="1" data-bbox="198 1306 451 1453"> <thead> <tr> <th>Time</th> <th>Monday</th> <th>Tuesday</th> <th>Wednesday</th> <th>Thursday</th> <th>Friday</th> </tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	Time	Monday	Tuesday	Wednesday	Thursday	Friday																																																							<p>“We’d like to give you the next 20 minutes of time to design what you want your ELA block to look like. We’ve provided two tables in case you want to explore more than one option. By the end of our time together, we want you to have time set aside that you will hold sacred as your time to have students engaging in guided reading or independent reading of some kind. This will allow for you and your students to already become used to a routine so that the introduction of guided reading in Quarter 2 (or whenever you introduce it) will be as seamless as possible. We recognize that in the first few weeks of school you will mostly be focusing on policies, procedures, and classroom rituals. We also know that for our lower grades, sustained independent work for an hour is daunting and will require a lot of redirection and support, but we want you to try as best as you can to get students familiar with doing things without your guidance during these times.”</p> <p>[Set a timer on the screen for 20 minutes and let teachers work]</p>
Time	Monday	Tuesday	Wednesday	Thursday	Friday																																																								

<p>“In the beginning, it took a while to get my kids to read for a long period of time. Once I got the hang of that, I felt like we could do anything.”</p> <p>“Once we got a hang of the structure of guided reading, it was smooth sailing.”</p> <p>“The biggest take away for me was fostering independence and confidence to become better readers.”</p>  <p style="text-align: right;"><small>Guided Reading 101</small></p>	<p>“We know that this can feel overwhelming at the beginning, but we have specifically designed the next 5 training sessions to allow for skill and confidence building as well as sessions that are specifically designed to be “working” sessions (or workshops) that will make this process simple and will allow you to plan and implement effective guided reading groups without having to do too much work outside regular working hours. We will meet 5 more times to make sure you all have everything you need to go into this work confidently.”</p> <p>“Here are a few comments from teachers who have participated in this training series before.”</p>
<p>CLOSING</p> <ul style="list-style-type: none"> • What are you most excited to try? • What do you still have questions about? • What information or resources do you hope to gain from the training sessions that follow?  <p style="text-align: right;"><small>Guided Reading 101</small></p>	<p>“Turn and talk to your partner and answer the following questions. If you would like, write your question on a post-it and hand it to us on your way out. We will be sure to email you a response or incorporate an answer to your question in training sessions to come.”</p> <p>[Allow 3 minutes for discussion]</p> <p>“Thank you all for your time. We look forward to our next session.”</p>
<p>Questions?</p>  <ul style="list-style-type: none"> • carl@cccservices.com • www.eduphany.com • EduphanyCIC • Eduphany • Eduphany 	<p>“Thank you! We welcome questions and would also like to share the information of the organization who helped in the creation of this training.”</p>



EXAMPLE SCHEDULES

WHAT TO DO WITH THESE:

The following five schedules are intended to be projected and traced onto large chart papers and used for a gallery walk activity during the training session.

CONTEXT:

In the making of this training series, several teachers participated in a pilot program. These teachers were asked to reflect on the *current* amount of time their students participated in guided reading groups and the *ideal* amount of time they wanted their students to participate in guided reading groups (in a perfect world).

Current amount of GR occurring:

- **Teacher 1** – 30 minutes per day (10-minute groups) / 2x per week / 6 groups / each student gets 10 minutes every week / 40 minutes per month
- **Teacher 2** – 30 minutes per month for each student
- **Teacher 3** – 30-40 minutes per week (only lowest students) / 5-10 minutes per week (all others)

All teachers agreed that with the right resources and schedule, most students should receive 25-30 minutes per week with struggling students receiving more whenever possible.

What follows are five examples schedules to illustrate how one might incorporate 25-30 minutes of guided reading instruction into their already existing ELA blocks.

schedule 1

Time	Mon-Thur			Fri
1:00-1:15	Teacher led mini-lesson and modeling of reading strategy to be used during independent work time.			Reserved for reviewing skills, reflecting on growth, and book shopping for next week
	Group 1	Group 2	Group 3	
1:15-1:40	Guided Rdg Group	Response-to-Reading Activity	Independent Rdg	
1:40-2:05	Independent Rdg	Guided Rdg Group	Response-to-Reading Activity	
2:05-2:30	Response-to-Reading Activity	Independent Rdg	Guided Rdg Group	

What do you like about this schedule?

What questions do you have?

schedule 2

Time		Monday	Tuesday	Wednesday	Thursday	Friday
Entire ELA Block	30 min	Other ELA Instruction	GR Group 1	Other ELA Instruction	GR Group 3	Other ELA Instruction
	30 min		GR Group 2		GR Group 4	
	30 min		GR Group 5		GR Group 5	

While teacher is running small groups, students will be working on independent/partner/group work related to the novel/text. The text could be a whole class novel/text or a literature circle novel by choice/ability.

What do you like about this schedule?

What questions do you have?

schedule 3

Time	Group 1	Group 2	Group 3
9:00-9:40	Whole Group Reading Strategies – Teacher Led		
9:40-10:10	Guided Reading (Tues/Thur) Phonics (on M,W,F)	Fluency Practice	Literacy Related Station
10:10-10:20	Break		
10:20-10:45	Literacy Related Station	Guided Reading (Tues/Thur) Phonics (on M,W,F)	Fluency Practice
10:45-11:15	Fluency Practice	Literacy Related Station	Guided Reading (Tues/Thur) Phonics (on M,W,F)

What do you like about this schedule?

What questions do you have?

schedule 4

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:10					
8:10-8:20					
8:20-8:30	Group 1 Guided Rdg		Group 2 Guided Rdg		Group 3 Guided Rdg
8:30-8:40					
8:40-8:50					
8:50-9:00	Group 4 Guided Rdg		Group 4 Guided Rdg		Group 4 Guided Rdg
9:00-9:10					
9:10-9:20					
9:20-9:30					

What do you like about this schedule?

What questions do you have?

schedule 5

Worried your little ones are not ready for too much time on their own? Try this schedule for a two-hour (120 minute) block. This schedule allows for three groups to be seen daily for 20 minutes each.

Time	Group	Mon-Thur	Fri
5-10 min	All	Mini-lesson	Book shopping and sharing
20 min	Group 1	GR & needs-based strategy groups	
	<i>Everyone else</i>	Independent or Partner Reading	
5-10 min	All	Mini-lesson	
20 min	Group 2	GR & needs-based strategy groups	
	<i>Everyone else</i>	Independent or Partner Reading	
5-10 min	All	Mini-Lesson	
20 min	Group 3	GR & needs-based strategy groups	
	<i>Everyone else</i>	Independent or Partner Reading	
5 min	All	Wrap up and share	

What do you like about this schedule?

What questions do you have?