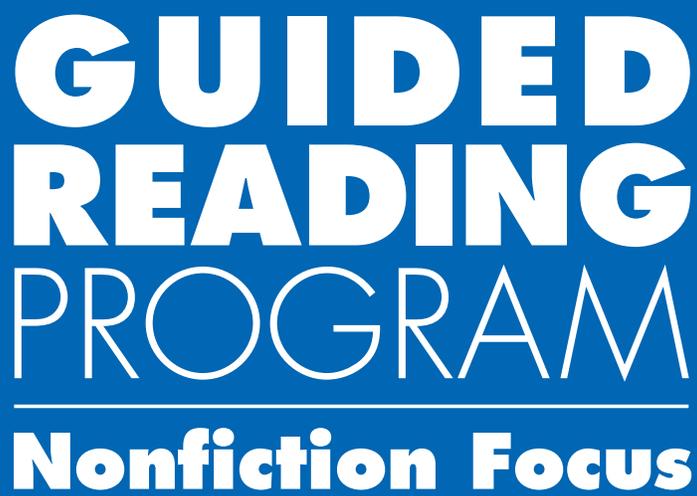


The Scholastic logo, featuring a red rectangular background with a white book icon on the left and the word "SCHOLASTIC" in white, uppercase, sans-serif font to its right.A large blue square with white text. The text reads "GUIDED READING PROGRAM" in a bold, sans-serif font, with "Nonfiction Focus" in a smaller, bold, sans-serif font below it. The text is centered within the square.

Success with Guided Reading
DoDEA Guided Reading Blue
Viewing Guide



Introduction

Welcome to the Scholastic Guided Reading Blue Program!

We at Scholastic are committed to growing and cultivating strategic independent readers... who love to read. We believe that matching students to the “just-right” level of text will allow them to read and interpret text that is “just-right” for them. That is why we have provided you with an interactive “step by step” guide to guided reading. Scholastic wants you to understand guided reading as an instructional approach and how to implement the Scholastic Guided Reading Blue Program into your reading curriculum. To make sure you are successful, we have solicited some assistance from DoDEA Reading Specialists, Scholastic staff, and Dr. Gay Su Pinnell.

Success with Guided Reading will assist you in effectively implementing Guided Reading Blue and its components while understanding the structure of a guided reading lesson.

What is guided reading?

Guided reading is an instructional approach that involves a teacher working with a small group of students who demonstrate similar reading behaviors and can all read similar levels of texts. The text that is chosen is easy enough for students to read with some fluency and with the support of the teacher, yet challenging enough to provide opportunities for problem solving. Guided reading allows children to practice and apply reading strategies that they already know to new texts. The goal of guided reading is to move students towards reading independence while strengthening comprehension and fluency skills.

TECH SPEC

System Requirements

A DVD player-equipped computer (PC or MAC) or a DVD player connected to a television is needed for viewing.

Computer System Requirements:

PC with a DVD-ROM drive and playback software:

- 266 Mhz Intel Pentium processor or equivalent
- 128 MB RAM recommended
- 16-bit sound card and speakers
- 16-bit color video display card set to display

Mac with a DVD-ROM drive and playback software:

- 233 Mhz or faster PowerPC, G3 or G4
- 128 MB of RAM
- 16-bit sound card and speakers
- 16-bit color video display card set to display
- DVD drive





Instructions:



How to use the DVD

Success with Guided Reading will assist you in leading successful guided reading lessons with your students. Your DVD has been segmented into three parts for your ease of viewing. This DVD can be used for individual training and review, or with your colleagues.



Using the video as an individual: As an individual user, this DVD can be used as a reference for beginning guided reading instruction. **Be sure to view Part 1 FIRST.** It is the foundation of your *Success with Guided Reading DVD*. Parts 2 and 3 can be viewed sequentially, following Part 1 or you may choose to only view the segment that pertains to your grade level. As an individual viewer, *Success with Guided Reading* is your individual instructor. You can view and participate in reflection activities at your own pace. Total viewing time may vary depending on the time you spend with the built-in activities (“Pause and Reflect” moments).



Materials Needed

DoDEA English Language Arts Standards

Guided Reading Blue Program (at least 2 levels and all of its components)

- Guided Reading Teacher’s Guide
- Guided Reading Teaching Cards
- Post-it® or Sticky Notes
- Pen/Pencil
- Notepad/Paper

Using the video as a group: In a group setting this DVD can be used as a reference for beginning guided reading instruction. **Be sure to view Part 1 FIRST.** It is the foundation of your *Success with Guided Reading DVD*. Parts 2 and 3 can be viewed sequentially, following Part 1 or you may choose to only view the segment that pertains to your grade level. As a group, you may choose to use *Success with Guided Reading* as your group instructor or you may select a Reading Coach to view each segment of the video and train a group using the DVD as an instructional tool. Whichever method you choose to use allows you to view and participate in reflection activities at the pace of your group. Allow 10-15 minutes per activity. Should you need additional discussion time, *Success with Guided Reading* provides all the time you need to complete an activity. Total viewing time may vary depending on the time you spend with the built-in activities (“Pause and Reflect” moments).



How to use the Viewing Guide

Inside this viewing guide, you will find key concepts and strategies that are outlined in your *Success with Guided Reading DVD*. This viewing guide has been developed for you to use in conjunction with *Success with Guided Reading*. Be sure to have this guide available during viewing; you will need it to review the guided reading instructional strategies that are mentioned throughout the video. This viewing guide also details each Teacher Tip and Pause and Reflect moment that is found in your DVD. Consider this your tool for navigation throughout the DVD.





Objective

DoDEA educators will be able to:

- Use and understand the components of Guided Reading Blue.
- Determine how text is leveled for instruction.
- Match students to the “just-right” level of text.
- Understand and learn the structure of a guided reading lesson.
- Evaluate student learning to form flexible groups.
- See learning in action, by viewing master practitioners teaching guided reading lessons.

What to watch for...

Success with Guided Reading has been segmented into three parts: Part 1 – Getting Started with Guided Reading, Part 2 – Guided Reading in the Primary Grades (K–3), and Part 3 – Guided Reading in the Intermediate Grades (4–6).

Part 1: Getting Started with Guided Reading – An introduction to Scholastic Guided Reading Blue, its components, and how they support guided reading instruction in your classroom.

Part 2: Guided Reading in the Primary Grades – Examine a guided reading lesson in a first grade classroom using the level G title *Dinosaurs* authored by Grace Maccarone. Observe how the instructor implements Guided Reading Blue and other instructional strategies with first graders and how these strategies can be applied in any kindergarten through third grade class.

Part 3: Guided Reading in the Intermediate Grades – Examine a guided reading lesson in a fifth grade classroom using the Level T title *The Story of Levi’s*, authored by Michael Burgan. Observe how the instructor implements Guided Reading Blue and other instructional strategies with fifth graders and how these strategies can be applied in any fourth through sixth grade class.

Throughout the video, DoDEA Reading Specialists will prompt you to “Pause and Reflect”. “**Pause and Reflect**” moments allow for further discussion and exploration of Scholastic Guided Reading Blue. During each “Pause and Reflect” be prepared to pause and review the program components and guided reading instructional strategies either with your group or on your own. During the viewing of each section there will be several pause and reflect sessions that will allow further discussion and opportunity for exploring the Guided Reading Blue components in detail.



Teacher Tips

“Teacher Tips” have also been provided to assist you with guided reading preparation and instruction. “Teacher Tips” are helpful hints for lesson planning, classroom management, and instructional strategies.





Part 1



Getting Started with Guided Reading

The main goal of Part 1 is to assist you as you begin the implementation of Guided Reading Blue. Your Scholastic Guided Reading Team will give you a detailed explanation of each of the components and how they support guided reading in your classroom. During Part 1 of the Success with Guided Reading training video you will also listen to two reading specialists share their thoughts about the program, hear great teacher tips, and have opportunities to pause and reflect.



Key concepts:

- Description of Guided Reading
- Overview of Scholastic Guided Reading Blue components
- Purpose of Leveled Bookroom
- How Books are Leveled
- Matching Books to Readers
- Assessment
- Before, During, and After Guided Reading Strategies
- Flexible Grouping
- Classroom Management

Teacher Tip

Guided Reading boxes can also serve as shelves in your bookroom. Boxes may be turned on their side to form shelves for storage and display of the guided reading materials. The lid would serve as a base tray in either direction. Boxes may be stacked to utilize space.

Pause and Reflect: Component Overview

Review the components we have shared

- Leveled Texts
- Teaching Cards
- Teacher's Guide
- Leveling Stickers
- Storage Box



Select two titles from different grade-appropriate levels and compare the differences between the levels. How does each title offer:

1. A different degree of challenge
 2. Support for reader
- Look at the teaching card and identify the strategies that help you differentiate instruction.
 - Discuss how these strategies will help students achieve the DoDEA ELA standards.
 - Brainstorm some ideas with your colleagues on how you could set up or improve your Bookroom. If a room is not available at your site, discuss ways to make the books available to all grade levels.





Part 1 (cont'd)

Pause and Reflect: Book Leveling

Select two or three books with different levels from your Guided Reading collection. If the book has a leveling sticker on it, start by covering the leveling sticker with a Post-it® note.

As a team or on your own, review the text characteristics to determine what sets them apart:

- How are they different?
- Determine why the level for each book was selected.
- Use the Teacher’s Guide to determine and support your predictions.
- Remove the Post-it® note to see level.
- Discuss your predictions.

Pause and Reflect: Teaching Cards

Have each member choose a title and its matching teacher card. Put card aside while you preview the text and predict:

1. What features would be challenging for your students?
2. Which would be supportive?
3. What are some word study, comprehension and writing skills this book lends itself to?

Now look at the teaching card to check your predictions.

- Share with your group what you have learned and how this card helps you make instructional decisions in crafting the book introduction (before), monitoring student reading (during) and debriefing student strategizing (after).
- Discuss how the teaching cards can help students achieve DoDEA ELA standards.



Teacher Tip

The assessments can be found on Scholastic’s website at www.scholastic.com/dodea. You can find out how to implement and score an oral fluency assessment.

Teacher Tip

Predetermine a routine for those students who are not in the guided reading group with you. Practice the procedure so that interruptions will be kept to a minimum.





Part 1 (cont'd)



Pause and Reflect: Literacy Stations

- Take a few minutes to outline on paper the critical elements of literacy stations.
- Map out how you will rotate your students through their stations.
- Share record-keeping systems that you've used in the past to monitor student participation in various stations; what works, what doesn't.
- Design the following literacy stations:



1. A technology station containing the WiggleWorks Plus or Smart Place software, which records student reading of assigned passages, helps to complete writing assignments, and is an extension of the story.
2. Letter and word-study station.
3. Listening station, which includes listening to Literacy Place audiocassettes and other activities.



Wrap-Up

Now that you are familiar with your Guided Reading Blue components, let's take a closer look at a guided reading lesson. The next two segments examine guided reading in a primary (grades K-3) and an intermediate (grades 4-6) classroom. In the primary segment, Tammy Ledenko models a guided reading lesson with first graders. In the intermediate segment, Denice Rodaniche models a guided reading lesson with fifth graders. Each segment contains instructional strategies to support your guided reading lesson. "Teacher Tips" and "Pause and Reflect" moments will also assist you as you become more familiar with your Guided Reading Blue program and its instruction.





Part 2

Guided Reading in the Primary Grades (K–3)

Scholastic Reading Specialist, Tammy Ledenko, will model a guided reading lesson with first grade students. In Part 2 of Success with Guided Reading you will watch guided reading in action in a primary classroom.

Guided Reading Review

Let's review the steps that make guided reading lessons successful:

Step 1: Select a book that matches students reading behaviors.

Step 2: Introduce the book, which is probably the most important and most difficult part of guided reading. This is your opportunity to provide most of the support to the reader.

Step 3: Read the book. Once the book has been introduced, students are ready to read. Unlike round-robin reading, in which each student reads a page or sentence, each student participating in guided reading reads the entire selected portion of the text.

Step 4: Respond to the book and learn about reading. After students read, invite them to discuss the meaning of the text. Then select one or two teaching points to bring to their attention. What you select to teach depends on student needs. By following up the reading of a text in this way, you are helping students develop strategies that they can apply to the reading of additional books.

Step 5: Assess behaviors that you have noticed during the guided reading session. The checklists in the Teacher's Guide can assist you.

These five steps are commonly referred to as the Before, During, and After of a guided reading lesson.

Observe how the teacher:

- Plans instruction.
- Matches text to readers
- Manages the classroom during small group instruction
- Conducts a guided reading lesson
- scaffolds the group
- Analyzes the reading behaviors the group exhibits
- Teaches word work
- Guides students in making connections from reading the book





Part 2 (cont'd)



Selecting the “just-right” level of text:

As you plan your guided reading lessons, use the teaching card to determine what skills and strategies are emphasized in each title. Ask yourself the following questions to help you make instructional decisions about your lesson:

- What skills do the students in this level need to have addressed in the “before” portion of the lesson?
- What links to prior knowledge should I help the students make?
- What pertinent background information and vocabulary should I provide ahead of time?
- And finally, what should I not pre-teach in order to leave some opportunities for independent problem-solving?



Teacher Tip

Every topic has key vocabulary. Have your students predict the topic after reading the content vocabulary. For example, “big, fossils, meat eaters, extinct, T-Rex” means dinosaurs! After looking at these vocabulary words, ask your students to predict what the story is going to be about.



Teacher Tip

Keep a notebook with tabs for each student. This way all your notes are in one place. Keep anecdotal records on Post-it® notes during guided reading and post them later in the notebook. For organizing flexible groups, try a plastic sleeve for business cards. Write the students’ names on a card. Then place their cards by group in each sleeve. This helps organize for flexible groups. Put students’ notes behind each sleeve where their name appears.



Pause and Reflect: Before, During and After Guided Reading

Select a book from levels A-I and its matching teacher card.

- Examine the many options on your teaching card.
- Which option would take priority if you were going to use this book with a group of students you currently teach?
- Share which challenging features might need to be addressed in the BEFORE portion of the lesson.
- Which teaching point would you focus on up front?
- As you observe students in the DURING portion of the lesson, which skills might surface as needing attention for the AFTER activity?
- Discuss which skills on the teaching card will help you plan for and support your students achievement of the DoDEA ELA standards.

Pause and Reflect: Behavior’s List

- Choose a level and turn to the Behaviors List in your Teacher’s Guide.
- Select the behaviors you would target as you observe students reading. Discuss these behaviors with a partner.
- Share how the Behaviors List will support student achievement of the DoDEA ELA standards.





Part 2 (cont'd)

Pause and Reflect: Challenging Text Features

Choose a title from one level of Guided Reading Blue:

- Preview that title and predict what will be the challenging text features for that title. Compare your predictions with others in your group.
- Share your predictions.
- Look at the teaching card for that title to see how your predictions compare to the challenging text features listed.
- Discuss how identifying the challenging text features would help you plan for student achievement of the DoDEA ELA standards.
- If time permits, select another title and repeat the exercise.



Teacher Tip

Allow yourself a few minutes after each guided reading lesson to reflect and take notes. Use these notes to assist you when planning your next guided reading lesson.



Wrap Up

Now that you have taken a closer look at Guided Reading Blue, you can see how it expands and is congruent with your DoDEA ELA standards and Literacy Place. You have also seen what “teacher supports” Scholastic has to offer to ensure you are meeting the needs of each of your students. Providing the “just-right” level of text, coupled with the “just-right” level of instruction will provide your students with the skills and strategies they need to become fluent independent readers.



Remember, each student in your classroom learns and develops literacy skills at a different pace. “One size fits all” instruction will not meet the different learning needs of each of your students. With guided reading you are providing your students with the ability to progress confidently while reading books that are “just-right” for them.



Scholastic Guided Reading Blue has been designed to support small group, teacher-led guided instruction within a balanced literacy program that includes modeled and shared reading. The leveled text, teaching cards, and a Teacher’s Guide give you all of the tools you need to help students become strategic and independent readers... who love to read. Guided Reading Blue provides a broad base of books so your students are able to develop a wide range of reading strategies for processing text while meeting the DoDEA ELA standards.



Studying *Success with Guided Reading* and completing the “Pause and Reflect” exercises will enable you to continue to build on the success of guided reading in your classroom. Over the course of the school year, you will begin to see your students grow into independent, strategic readers. You will see gradual improvement in the way your students approach nonfiction text, learn from it, write about it, and grow as readers and writers of content-area materials.





Part 3



Reading in the Intermediate Grades (4–6)

Scholastic Reading Specialist, Denice Rodaniche will model a guided reading lesson with fifth grade students. In Part 3 of Success with Guided Reading you will watch guided reading in action in an intermediate classroom.



Guided Reading Review

Let's review the steps that make guided reading lessons successful:

Step 1: Select a book that matches students reading behaviors.



Step 2: Introduce the book, which is probably the most important and most difficult part of guided reading. This is your opportunity to provide most of the support to the reader.

Step 3: Read the book. Once the book has been introduced, students are ready to read. Unlike round-robin reading, in which each student reads a page or sentence, each student participating in guided reading reads the entire selected portion of the text.



Step 4: Respond to the book and learn about reading. After students read, invite them to discuss the meaning of the text. Then select one or two teaching points to bring to their attention. What you select to teach depends on student needs. By following up the reading of a text in this way, you are helping students develop strategies that they can apply to the reading of additional books.



Step 5: Assess behaviors that you have noticed during the guided reading session. The checklists in the Teacher's Guide can assist you.

These five steps are commonly referred to as the Before, During, and After of a guided reading lesson.



Observe how the teacher:

- Plans instruction
- Matches text to readers
- Manages the classroom during small group instruction
- Conducts a guided reading lesson
- scaffolds the group
- Analyzes the reading behaviors the group exhibits
- Teaches word work
- Guides students in making connections from reading the book





Part 3 (cont'd)

Selecting the “just-right” level of text:

As you plan your guided reading lessons, use the teaching card to determine what skills and strategies are emphasized in each title. Ask yourself the following questions to help you make instructional decisions about your lesson:

- What skills do the students in this level need to have addressed in the “before” portion of the lesson?
- What links to prior knowledge should I help the students make?
- What pertinent background information and vocabulary should I provide ahead of time?
- What should I not pre-teach in order to leave some opportunities for independent problem-solving?

Pause and Reflect: Before, During, and After

Select a book from levels J-Z and the matching teaching card.

- Examine the many options on your card. Which would take priority if you were going to use this book with a group of students you currently teach?
- Take turns sharing at your table which challenging features might need to be addressed in the BEFORE portion of the lesson.
- Which teaching points would you focus on up front? As you observe students in the DURING portion of the lesson, which skills might surface as needing attention as an AFTER activity?
- Discuss which skills on the teaching card will help you plan for and support the achievement of the DoDEA ELA standards.

Pause and Reflect: Extension Activities

Using your book and teaching card, look closely at the teaching points and options.

- Share with your group the extension activity that you think would best suit the instructional needs of your students and explain why. Does it reinforce a Literacy Place lesson? What other DoDEA content standards might this activity support?
- Which other teaching points might need reinforcement based on the students’ responses? Share this with your group as well.
- Discuss which skills on the teaching card will help your students achieve the DoDEA ELA standards.

Teacher Tip

Every topic has key vocabulary. Have your students predict the topic after reading the content vocabulary. For example, “pocket, overalls, pants, denim, Levis” means jeans! After looking at these vocabulary words, ask your students to predict what the story is going to be about.



Part 3 (cont'd)



Wrap-Up

Now that you have taken a closer look at Guided Reading Blue, you can see how it expands and is congruent with your DoDEA ELA standards and Literacy Place. You have also seen what “teacher supports” Scholastic has to offer to ensure you are meeting the needs of each of your students. Providing the “just-right” level of text, coupled with the “just-right” level of instruction will provide your students with the skills and strategies they need to become fluent independent readers.



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