



## ***GUIDED READING: MAKING IT WORK IN YOUR CLASSROOM***

### Course Description

*Guided Reading: Making It Work in Your Classroom* is an interactive, online, and in-person professional development course designed to meet the needs of teachers in grades K-6. The five online sessions define and describe the essential elements of guided reading—an instructional approach in which a teacher supports students’ developing key reading skills. The goal of this course, and of guided reading, is for students to put into practice the reading skills they already have as well as expand and deepen these existing skills with the teacher’s guidance and support.

- Session 1, the Course Introduction, presents a keynote speech which defines guided reading and discusses how this instructional reading approach—as part of a more comprehensive reading/language arts program—can be effective in helping students become successful, independent readers. A self-assessment follows the keynote.
- Session 2 outlines the essential elements of guided reading: flexibly grouping students according to instructional reading level and other criteria; working within students’ learning zones; matching books to readers using leveled libraries; and assessing on an ongoing basis. This session also addresses how the guided reading approach supports the five essential elements of reading as identified in the Reading First legislation.
- Session 3 discusses the vital role formal assessments and informal observations play in grouping and regrouping so that every student’s needs are met. This session also focuses on the value of including a wide variety of genres, formats, etc., in leveled library collections so that readers at every instructional level experience and learn how to adjust to the range of printed materials they will encounter in real life.
- Session 4 demonstrates the different parts of a guided reading session, from effectively previewing and introducing a text to reinforcing skills after reading. In addition, teachers learn how to make use of the “during reading” time to assess and monitor students’ reading progress.
- Session 5 concludes the course with suggestions for how to make guided reading work in the classroom, from organizing the leveled library collection to scheduling time for guided reading, and finally to managing the rest of the class by engaging them in meaningful and independent reading and writing activities and centers.

Extensive teacher and student resources support all online sessions. The resources ensure that the course content can be seamlessly integrated into classroom reading programs.

### Course Objectives

On completing the course, you will be able to:

- effectively implement the guided reading approach as part of your comprehensive reading program to help students become independent readers.
- use guided reading to provide support as students practice and expand key reading skills and strategies, including phonemic awareness, phonics/word study, vocabulary, and comprehension.
- use formal and informal assessment techniques to group and regroup students by current needs and reading levels and to monitor progress.
- build a leveled library collection that exposes readers at every level to a wide range of genres, topics, formats, etc.
- purposefully preview a text to be sure it clearly addresses the one main strategy you want to cover with a guided reading group.
- introduce a guided reading text in a way that provides students with the support and background knowledge they need to make the most of their reading experience.
- assess students' mastery of a targeted strategy after reading by engaging them in discussion and having them revisit the text to support ideas.
- address students' needs after reading by providing brief, on-the-spot, explicit lessons in those areas.
- create a schedule for guided reading that allows you to meet with each group on a regular basis.
- manage the rest of the class by engaging them in meaningful reading and writing activities.

## Course Outline

### **1. Course Introduction**

- 1.1 Course Keynote
- Self Assessment

### **2. Understanding Guided Reading**

- 2.1 Why Guided Reading Works
- 2.2 How Guided Reading Puts Reading Research into Practice
- 2.3 Guided Reading in a Comprehensive Reading Program

### **3. Assessing, Grouping and Matching Books to Readers**

- 3.1 Assessing for Guided Reading
- 3.2 Flexible Grouping
- 3.3 Leveled Book Collections and Leveling Systems
- 3.4 Matching Books to Readers

### **4. Guided Reading Process: Before, During, & After Reading**

- 4.1 Before Reading: Preview & Introduce the Book
- 4.2 During Reading: Observe & Support Students
- 4.3 After Reading: Discuss, Assess, & Instruct

### **5. Classroom Management: Organizing, Scheduling, & Managing**

- 5.1 Organizing the Leveled Library
- 5.2 Arranging the Classroom
- 5.3 Scheduling Guided Reading
- 5.4 Managing Students and Fostering Independence