

GUIDED READING EXPECTATIONS

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Groups	Forming Groups	Use MAP Reading Lexile Fluency scores to form student groups based on reading levels. This report will indicate the students' independent reading level. The instructional level for guided reading should be at least one to three Lexile levels higher than what is reported on the MAP Reading Lexile Fluency score. This would become the student's instructional reading level. Use this specific correlation chart to find students' instructional reading levels that are one to three Lexile levels above their independent reading score reported on MAP Fluency. Reading Level Chart If MAP Reading Fluency assessment shows no score for the Lexile measure, then use the Phonics Word Recognition data to determine which decodable text to use with the student. Students should be grouped within the same Lexile level. If a student does not have a similar Lexile score as others in the class, group them with the closest Lexile level to their score.
	Size of Groups	Group sizes should stay at 4 - 5 students. Do not exceed 5 students.
	Frequency of Meeting with Groups	Grade Report: Sort order by Test RIT (will group by RIT score); sort by student for alphabetical order Goal Range by Goal Descriptor (make sure to choose date) MAP Tier 1 > 41st percentile (1 day or as needed) MAP Tier 2 21st- 40th percentile (2-3 days) MAP Tier 3 1st- 20th percentile (4 days)
	Documentation of Groups	This form must be used to document student groups. Guided Reading Group Documentation Each time changes are made to groups, a new Guided Reading Group Documentation sheet must be completed and added in the Guided Reading Binder.
Planning Lessons	Create Lesson Plan	This form must be used to document lesson plans for each guided reading group each week. Guided Reading Lesson Plan A printed or hand-written copy of the document must be retained in the Guided Reading Binder for each group, each week.
	Selecting Guided Reading Books	Refer to Guided Reading Group Documentation to determine the instructional levels of each group. Select a book for each group that corresponds with the group's Lexile level. (Use this specific correlation chart to find books at the appropriate Lexile level. Reading Level Chart) When you are planning to teach a specific skill, select a title that reflects the skill you will be teaching. The guided reading skill should correlate with the skill being taught during Tier 1 reading instruction in the classroom. If a group's Lexile level is below 175 (which is an F&P Level E or DRA 8), you must use the district's Flyleaf Publishing decodable texts with accompanying lesson plans.
	Selecting Word Work: Phonics / Vocabulary	To select a phonics skill, review each student's MAP Student Profile for Reading Fluency to determine a common skill deficit for the students within each guided reading group. Begin with the lowest level skill on the Simple View of Reading (the "learning to read progression"). When focusing on vocabulary, plan to expose students to new words that will expand their vocabulary. These should be words that are unfamiliar to the students.
	Selecting a Comprehension Skill	To select a comprehension skill, focus on the Tier 1 TEK as outlined in the district's Scope and Sequence. Deconstruct the TEK to focus on smaller, supporting skills within that standard. (For example, TEK 3.8C covers plot. On Monday, you may work on sequence of events. Tuesday, you may identify the problem within the story. Wednesday, you may discuss how the character contributed to the problem in the story. Thursday, you may identify the solution to the problem using text evidence.)
	Materials	Depending on the skills to be taught, ensure that materials including magnetic letters, word sorts, whiteboards/markers, sound boxes, paint trays, counters, mirrors, etc. are prepared in advance of the guided reading lesson.
Instruction	Introduce Word Work	Ensure the word work planned matches the skills in the text selected and corresponds with the students' instructional needs. State the objective of the lesson. (For example, today we're going to be talking about how the main character, Harry, changes over time.)
	Set the Instructional Purpose for Reading	All students then read independently, at their own pace, according to their purpose of the lesson. ("Students read in a whisper voice from grades Pre-K through 2. Students transition to silent reading before or during grade 2.) When the teacher needs to listen to a specific student, the teacher will signal to that student to read aloud as the others continue to read independently. The teacher should ensure he/she listens to each student read during the guided reading lesson. Address students' individual learning needs as appropriate during their read aloud time.
	Refer to the Instructional Purpose / Use Questioning	Remind students of the objective of the lesson. Use questioning to engage all readers in responding to the text through discussion. The questions you ask should directly relate to the instructional purpose. The questions will come from either the Flyleaf lesson plans for decodable readers or from the F&P guided reading lesson folder for that title. If you would like additional focus questions or are not using Flyleaf or F&P, you can refer to the F&P Comprehension Prompting Guide. In 3rd - 5th grade, in addition to using the prompting guide, refer to the Lead4ward IQ Analysis to find and use the skills' question stems aligned to the rigor of STAAR. F&P Comprehension Prompting Guide: The purpose of the comprehension prompting guide is to provide teachers with a question bank based on genre-based, comprehension skills. To use it, find the tab of the skill aligned to your instructional purpose. From that section you can select three to five questions. Be sure to scaffold the questioning from low level to high level.
	Record Observations	Record observations regarding student/group progress daily. This could include student/group's strengths/weaknesses or specific decoding or comprehension difficulties. This informal observation data will help to inform and adjust guided reading instruction and should be utilized for planning future guided reading lessons. Take advantage of the teachable moments as they come up during the lesson.
	Conclude the Group	At the conclusion of the lesson, remind students of the instructional purpose of the lesson, some key statements that were made by students and/or in the text itself, and then reflect upon how students can use this in their independent reading.
	Using Guided Reading Data to Increase Text Complexity	Guided reading text should be at a student's instructional level. Students' Reading Accuracy This means no more than 1 in 10 words are difficult for the reader, and the accuracy level is between 90-94%. If a student has no errors consistently with each set of ten words, and they are reading at an accuracy rate of 95 - 100%, increase the level of text for the student. Accuracy Percent Range (Note there may be exceptions. Sometimes you may need to keep a student with a more challenging group in order to stretch their learning or because there's not an appropriate placement for them in another group.) The main take away is that students should not be reading books that are too easy for them. Books should remain at the instructional level to ensure students' reading levels continually increase. Click on the document links for further guidance. Measuring Reading Accuracy and Reading Fluency Levels Compiled Oral Reading Fluency Norms Monitoring Reading Fluency Prosody Assessment Summary Form
Monitoring Progress	Running Records/Guided Reading Notes **Running Records prior to the Science of Teaching Reading focused on the 3-cueing system. This method will not best support the science.** Guided Reading notes should focus on fluency in relation to decoding. If a student is reading fluently they are decoding with automaticity. If a student is not reading fluently, notes should indicate where the student is having difficulty in decoding. The skills progression and notes should relate to the students' progression through phonological awareness and phonics skills according to the Simple View of Reading Continuum. STR Graphic The Simple View of Reading Phonological Awareness/Phonics Skills	

	AISD MOY and EOY Lexile Expectations	This AISD MOY and EOY Lexile Expectations Chart outlines expected student progress goals for each grade level. AISD MOY and EOY Lexile Expectations We are taking an aggressive approach toward reaching the EOY Lexile expectations. This means student progress is closely monitored; you are always aware of students' instructional reading level; and you are consistently challenging students with increasingly complex text at the guided reading table. If students are not progressing at an appropriate pace, you will need to discuss this with your PLC and instructional coach to determine alternative instructional approaches.
Station Work	Chart / Visual to Track Students at Stations	There should be a chart and/or visual posted in a highly visible location in the classroom for the teacher and students to reference that outlines at which stations students will be assigned to work. The link to the left contains an example.
	Management of Students at Stations	Expectations for student behavior and engagement with the station activities should be explicitly taught to students. This process should take one to two weeks to be effective. For younger students, it may take longer. Guided reading lessons will not be effective if you are consistently redirecting behavior. There should be a gradual release of responsibility from the teacher guiding the station work to the students independently engaging in stations. By the end of the direct instruction of stations, teachers should begin working with guided reading groups at the table. Students at stations should be seated and fully engaged in the station work. There should be extremely limited movement from students who are assigned to station work.
	Reduce Disruptions to Guided Reading Lesson at Table	Establish clear expectations for students not to interrupt the teacher during guided reading lessons.
	Rigor of Work at Stations	All station work activities should be at a Level 3 or 4 on Webb's Depth of Knowledge (DOK). (Copying of spelling words - rainbow or otherwise - Level 1 - is not appropriate.) The link to the left contains a chart to help you rate the level of rigor in your stations.
	Number of Stations	There should be five established stations, in addition to the teacher table, for a total of six groups. The link to the left contains ideas for station work and how to increase the level of accountability and rigor of the station work.

T-TESS DIMENSIONS FOR GUIDED READING EXPECTATIONS

		T-TESS Dimension	Description
Groups	Forming Groups	1.2 - Data and Assessment	The teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.
	Size of Groups		
	Frequency of Meeting with Groups		
	Documentation of Groups		
Planning Lessons	Create Lesson Plan	1.1 - Standards and Alignment 1.3 - Knowledge of Students 1.4 - Activities	The teacher designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners. Through knowledge of students and proven practices, the teacher ensures high levels of learning, social-emotional development and achievement for all students. The teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.
	Selecting Guided Reading Book		
	Selecting Word Work: Phonics / Vocabulary		
	Selecting a Comprehension Skill		
	Materials		
Instruction	Introduce Word Work	2.1 - Achieving Expectations	The teacher supports all learners in their pursuit of high levels of academic and social-emotional success.
	Set the Instructional Purpose for Reading	2.2 - Content Knowledge and Expertise	The teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.
	Refer to the Instructional Purpose / Use Questioning	2.3 - Communication 2.4 - Differentiation	The teacher clearly and accurately communicates to support persistence, deeper learning and effective effort. The teacher differentiates instruction, aligning methods and techniques to diverse student needs.
	Record Observations	2.5 - Monitor and Adjust	The teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.
	Conclude the Group		
Monitoring Progress	Using Guided Reading Data to Increase Text Complexity	2.1 - Achieving Expectations	The teacher supports all learners in their pursuit of high levels of academic and social-emotional success.
		2.2 - Content Knowledge and Expertise	The teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.
		2.4 - Differentiation 2.5 - Monitor and Adjust	The teacher differentiates instruction, aligning methods and techniques to diverse student needs. The teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.
	Running Records	2.4 - Differentiation	The teacher differentiates instruction, aligning methods and techniques to diverse student needs.
	Using Running Record Data to Adjust Groups	2.5 - Monitor and Adjust	The teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.
AISD MOY and EOY Lexile Expectations	1.2 - Data and Assessment	The teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.	
	2.1 - Achieving Expectations	The teacher supports all learners in their pursuit of high levels of academic and social-emotional success.	
Station Work	Chart / Visual to Track Students at Stations	3.1 - Classroom Environment, Routines and Procedures	The teacher organizes a safe, accessible and efficient classroom.
	Management of Students at Stations		
	Reduce Disruptions to Guided Reading Lesson at Table	3.2 - Managing Student Behavior	The teacher establishes, communicates and maintains clear expectations for student behavior.
	Rigor of Work at Stations	1.4 Activities 2.4 Differentiation	The teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement. The teacher differentiates instruction, aligning methods and techniques to diverse student needs.
	Number of Stations	3.3 Classroom Culture	The teacher leads a mutually respectful and collaborative class of actively engaged learners.