

GUIDED READING TOOLKIT VIDEO VIEWING GUIDE

INTRODUCTION

Welcome to the Website for the Scholastic Guided Reading Toolkit!

Scholastic is committed to providing teachers with the best tools to develop and encourage strategic independent readers who love to read. Scholastic's Guided Reading Programs and Leveled Bookrooms present guided reading as an instructional approach that can be integrated into any reading curriculum—and that meets the Common Core State Standards.

This website, the technology component of the Scholastic Guided Reading Toolkit offers printable resources, along with 45 instructional videos from highly effective educational experts and teachers who share their knowledge, strategies, and practical tips for applying best practices in your Guided Reading classroom. You'll watch literacy specialists **Wiley Blevins** and **Francie Alexander**, Guided Reading experts **Jan Richardson** and **Enrique Puig**, and experienced teachers from across the nation share their knowledge and real-world experiences. Watch as they demonstrate how Scholastic Guided Reading can be easily and successfully implemented.

HOW TO USE THIS WEBSITE

This website can be used in conjunction with the Guided Reading Toolkit Implementation Guide or Flip Chart. On this website you will watch leading experts explain or demonstrate practical applications of **Key Concepts** in the Implementation Guide. This website also gives details for **Pause and Reflect** moments, to maximize your understanding and takeaways to use in your classroom.

OBJECTIVES

You will be able to:

- Stream any video on this website.
- Watch best practices for guided reading in action.
- Use and understand the components of any Scholastic Guided Reading Program.
- Understand and learn the structure of a good guided reading lesson.
- Learn sure-fire strategies to help struggling readers.
- Watch literacy experts explain the whys of guided reading and how guided reading works with the Common Core State Standards (CCSS).
- Observe learning in action by viewing master practitioners teaching guided reading lessons.

WATCHING THE VIDEOS

The videos are divided into three categories: **Classroom Management**, **Guided Reading Classrooms in Action**, and **Guided Reading Meets the Common Core State Standards**. The videos can be viewed in any order you choose. You'll find the title and targeted topics listed in the descriptor of each video, as well as more specific information in this viewing guide, to help you reach your specific needs.

CLASSROOM MANAGEMENT

Experts explain what guided reading is and what makes guided reading an effective instructional method. Watch as teachers give tips and show how to use guided reading effectively in the classroom. Watch for best practices in organizing your classroom, developing centers, and managing the rest of the class while you're working with a small group.

GUIDED READING CLASSROOMS IN ACTION

Follow teachers using a variety of guided reading instructional strategies as they work with their students in small groups.

GUIDED READING MEETS THE COMMON CORE STATE STANDARDS

Watch as literary experts explain how to align your guided reading classroom with the expectations of the CCSS. In this section, you'll see master practitioners use guided reading strategies to support young readers with teaching points that match those outlined by the CCSS.

WATCHING THE VIDEOS (continued)

Scroll through each section in this Viewing Guide to see the videos and the variety of topics available. The video descriptions are designed to help you decide which videos to watch. Scroll through the list and check out each video's **Goal**, **Key Concepts**, and **Pause and Reflect**. When you select the videos you want to view, locate them by title on the website.

GOAL and **KEY CONCEPTS**

Each video is brief and power-packed with information you need to know. Use these portions of the guide to learn the goal of the video. The Key Concepts detail the best practices you can use with your students.

PAUSE AND REFLECT

After you watch each video, use the questions in this section to prompt your own thinking about guided reading in your classroom and to develop ideas and strategies you can use.

CLASSROOM MANAGEMENT

Establishing and Displaying a Daily Routine Denise Rodaniche

Goal: Organize the sequence of small-group and centers activities so that students know which group they are in and exactly where to go and what to do.

Key Concepts

- Create and display a daily chart that students can use so they know exactly which group they belong to, including guided reading small-group work.
- With the class, review their groups and the sequence of their activities.

Pause and Reflect

- How do you share daily routines and assignments with your class?
- How might you use a chart like Denise's in your classroom? Think about what the rest of the class is doing while you are doing small-group instruction. How do you organize the rest of the class?

FAQ: Why Guided Reading? Candice Bookman

Goal: Understand why guided reading is such an effective tool for teaching reading, building comprehension skills and strategies, and scaffolding instruction for all readers—including struggling readers.

Key Concepts

- Guided reading lessons are short and simple to do and include comprehension and skills and strategies.
- Working in small groups helps students by scaffolding their instruction.
- Guided reading teachers think about their students and what skills they need to make them a better reader.

Pause and Reflect

- Think about your small-group instruction. Which comprehension skills and strategies do you include now? How might you include more of a variety of comprehension skills and strategies?
- Do you use book bags or browsing boxes in your classroom? How do you use them? If you don't use book bags or browsing boxes now, how might they be effective in your classroom?

FAQ: Grouping Students for Guided Reading Candice Bookman

Goal: Group students according to their needs.

Key Concepts

- Change groups often.
- Give each small group a generic name. Refer to students by name, not by group name.
- Lesson plans help keep the needs of each small group clear.

CLASSROOM MANAGEMENT (continued)

Pause and Reflect

- Think about the comprehension, vocabulary, and other reading skills your students need to practice.
- Are the groups you have meeting your students' needs? Why or why not?
- If you use lesson plans now, how might you reorganize them?
- How could you adapt this teacher's tips to use in your classroom?

FAQ: Managing Centers and Small-Group Work Candice Bookman

Goal: Teach centers and center routines ahead of time to prepare students.

Key Concepts

- Teach one center at a time, so that students know the purpose of each.
- As you cover a center, give students activities for that center to practice.
- Provide at least two activities in a center, giving students a choice.
- Provide a folder in the center for students to store their work.

Pause and Reflect

- How would you describe the rest of your class's behavior as you're doing small group instruction. Is it quiet or disruptive? Are students engaged or distracted?
- Do you appoint a "star" student for special tasks, such as being responsible for cleanup/monitoring the centers? Why or why not?
- How might appointing a "star" student help organize your classroom center time more efficiently?

Getting Started With Scholastic Guided Reading Wiley Blevins

Goal: Understand how Scholastic Guided Reading can supplement your comprehensive reading curriculum and provide teacher support to meet the needs of your students.

Key Concepts

- Scholastic Guided Reading provides the strategies to ensure that your students become independent readers who love to read.
- Students learn at different rates, so Scholastic Guided Reading programs offer teacher support by providing Teacher Cards and Teacher's Guides.
- Scholastic teacher materials offer small-group instruction that strengthens students' comprehension and helps students practices reading strategies.

Pause and Reflect

- Think about the Guided Reading programs you use in your classroom. How does your program help you scaffold instruction?
- What kinds of materials are your students reading?
- What kinds of comprehension strategies are your students learning?

CLASSROOM MANAGEMENT (continued)

Promoting Independent Readers Wiley Blevins

Goal: Create independent reading activities for students as a crucial part of classroom management.

Key Concepts

- Independent reading time is a great opportunity for students to practice and improve the skills and strategies they already know.
- As you work with a small group, have other students work at learning centers.
- Once students have completed an activity in a center, they move to another center.
- Use independent reading time to encourage students to take responsibility for their own learning.

Pause and Reflect

- What are the other students in the class doing while you're conducting small-group instruction?
- What responsibilities do you give your students?
- How can you implement some of Wiley's tips in your own classroom?

Setting Up Your Classroom Christine Gibbons

Goal: Organize the classroom so that students know exactly what to do and are able to build reading strategies and stamina.

Key Concepts

- Introduce one learning center at a time.
- Open one learning center at a time.
- Make sure students working in centers know they do independent reading during guided reading time only.

Pause and Reflect

- How do you organize your learning centers?
- Now think about how other areas of your classroom are organized. How might you change and improve your setup?

CLASSROOM MANAGEMENT (continued)

Why Scholastic Guided Reading Programs? Bess Wills

Goal: Provide an overview of Scholastic Guided Reading program materials.

Key Concepts

A Scholastic Guided Reading program provides

- 260 trade books—informational text (nonfiction) and literature (fiction).
- 6 copies of each trade book— 1 copy for each student in a group.
- tradebooks leveled by Irene Fountas and Gay Su Pinnell.
- leveling stickers to label each book or bins.
- 260 Teaching Cards, one for each book, that assist you by providing instructional strategies for differentiated instruction.
- a Teacher's Guide that provides information about classroom organization and management, student assessment, characteristics of text by guided reading level, and student reading behaviors appropriate to each level.

Pause and Reflect

- Think about the materials you use. Do your students have access to genuine literature and informational text that are leveled by Fountas and Pinnell?
- Are the teaching materials you use providing you with the support you need? Why or why not?
- How might your students benefit from reading genuine trade books?

CLASSROOMS IN ACTION

A First Look at the Book Denise Rodaniche

Goal: Introduce text features, skills, and strategies for reading a book.

Key Concepts

- As students look through the book before they begin to read, make sure they understand the concepts, skills, and strategies you are teaching.
- Avoid giving too much information about the book, and instead, invite your students to discover the content on their own.
- Explain the skills and strategies that you expect students to be able to learn and use as they read the book.

Pause and Reflect

- Think about your students. How do you introduce a new book to them without giving away too much about the book?
- What questions do you ask your students that invite them to discover a new book on their own?
- How do you introduce skills and strategies?

A Guided Reading Lesson: Step by Step Wiley Blevins

Goal: Review the steps leading to a successful guided reading lesson.

Key Concepts

The steps for guided reading small-group lesson success are

1. Select a book that reflects students' reading behaviors.
2. Introduce the book.
3. Have each student read the book.
4. Have students respond to the book. Select one or two teaching points to bring to their attention.
5. Assess behaviors. Use the Scholastic Guided Reading Teacher's Guide to see the behaviors to assess.

Pause and Reflect

- Think about your guided reading small-group lessons. At what level are your students? Which steps do you use in your guided reading lessons?
- Which steps in the guided reading lesson do you find the most difficult to teach? How do you get help when you are having difficulty?
- What advice that Wylie gave might help you and your students?

CLASSROOMS IN ACTION (continued)

After Guided Reading: Writing and Self-Check Enrique Puig

Goal: Have students use words from the text they have just read to write their own stories.

Key Concepts

- Review the strategies/methods students in the small group used as they read the story.
- Review difficult words with students.
- Assign a follow-up writing activity that ties in with the Guided Reading lesson they've just had.
- Remind students to check their work against the text they are using for spelling and correct word usage in their own stories.

Pause and Reflect

- Think about writing students do in your classroom. How do you tie in writing with books they are reading?
- How do you tie in the writing assignment with the lesson students have just had?
- How do students check their work? Do they use the text?

Beginning Emergent Readers: One-to-One Matching Jan Richardson

Goal: Build emerging readers' word recognition.

Key Concepts

- Have beginning emergent readers use a pointer to match the text as they read.
- Until children can easily identify words in the text, don't worry about reading for fluency.

Pause and Reflect

- Think of the reading proficiency of your students. When do you have students read for fluency?
- Do you ever use the pointing method with your students? Why or why not? When might using a pointer be helpful, even for older students?

Developing Fluency With Emerging Readers Jan Richardson

Goal: Help children build fluency once they are skilled at one-to-one matching.

Key Concepts

- To develop fluency, have students stop using a pointer to identify each word.
- Have students practice fluency as they read a line or lines of text, smoothly.

Pause and Reflect

- Think about your small-group instruction. Which comprehension skills and strategies do you include now? How might you include more of a variety of comprehension skills and strategies?
- Do you use book bags or browsing boxes in your classroom? How? If you don't use them now, consider how you might use them effectively in the future.

CLASSROOMS IN ACTION (continued)

Early Readers: Rereading at Point of Difficulty Jan Richardson

Goal: Help children learn to identify a problem word and reread to find the correct word.

Key Concepts

- The teacher models the strategy of rereading
- Children learn by watching the teacher reread to find the correct word.
- The teacher models how to self-correct.

Pause and Reflect

- Think about your students. What do you do when students stumble or can't read a difficult word?
- How often do you use modeling as a method of teaching?
- Think of when it might be helpful to use modeling with your students.

Helping Struggling Readers Jan Richardson

Goal: Use neurological impress (bullets 1–3 below) to help struggling readers gain fluency.

Key Concepts

- The teacher and student read aloud together.
- Guide the student's finger over the words as both of you read the text.
- Lower your voice on easy words and raise it on difficult words.
- Use the above technique with struggling student for 15 minutes a day for 21 days.

Pause and Reflect

- Think about what reading texts fluently sounds like. Are your students at the same level or more advanced than the students in this video?
- How do your students practice reading fluently?
- What tips might you use to increase your students' fluency?

Summarizing Text With Emergent Readers Candice Bookman

Goal: Build students' comprehension skills by having them review their predictions and then summarize the story.

Key Concepts

- After students read, have them talk about the predictions they made about the book.
- Ask questions about the content of the book that require higher-thinking skills. Avoid using yes-or-no questions.
- Encourage students to reread to find the answer to your questions.
- Praise students for good reading practices.

Pause and Reflect

- Think about your students. How do you ask them to summarize the book? What kinds of questions do you ask?
- When a student is struggling to summarize, how do you encourage that student to find the answers in the text?
- Do you ask students to take home the books they have read to share with their families? Why or why not? What strategies do you use to involve families in their children's work?

CLASSROOMS IN ACTION (continued)

Using End Punctuation to Read With Expression

Goal: Students learn how to use end punctuation and how punctuation changes the meaning of a sentence and the way it is read.

Key Concepts

- Before reading, explain the purpose and what will happen, and what the expectations are for the group.
- Write the kinds of punctuation students will find in the text.
- The teacher explains how to echo-read: teacher reads aloud at normal volume and students read along with her more softly.
- The teacher uses her voice to emphasize how to read a question and children echo-read.

Pause and Reflect

- Think about teaching end punctuation and how understanding the meaning of end punctuation impacts how to read with expression.
- When have you used echo reading with your students? What were you teaching?
- When has echo reading worked most effectively?
- If you haven't used echo reading, when might you use it? To teach what reading strategy or skill?

Using Phonics With Emergent Readers Candice Bookman

Goal: Review phonics and new words students will encounter as they get ready to read a new book.

Key Concepts

- Before students read, review the phonics skills and words they will need to know.
- Use phonics to introduce new words, having students identify whether a word has a short or a long vowel.
- Review "silent e" rules to remind students how to read a new word they may encounter—for example, *white*.
- Connect phonics with reading. Continue the lesson, and have students look through the book to predict what the book is about.

Pause and Reflect

- Think about your students. Are they emergent readers or are they more advanced?
- How do you use phonics to help your students?
- If you don't use phonics now, think about how it might help your students.

GUIDED READING MEETS THE COMMON CORE STATE STANDARDS

Building Vocabulary Jan Richardson

Goal: When a word doesn't have text support, before reading, introduce new (academic and domain-specific) words that students will encounter in the book, so that they understand the meaning of words to build vocabulary and help them comprehend the book.

Key Concepts

- Provide a simple definition.
- Connect the word to students' knowledge.
- Relate the words to the text in the book.
- Have students explain the new word to one another.

Pause and Reflect

- Think about the books your students read. How do you introduce new (academic and domain-specific) words to students?
- How might the four steps that Jan uses help you build new vocabulary with your students?

Emerging Readers: Building Automaticity With New Sight Words

Jan Richardson

Goal: Familiarize children with new words that will appear frequently in their texts to increase automaticity and fluency.

Key Concepts

- The teacher says a word from the text.
- Children find and point to that word in the text.
- The teacher repeats the process, saying another word from the text.

Pause and Reflect

- Think about your students. How do you build automaticity?
- How might Jan's method work for you when you are teaching your ELL or struggling students?

Focusing on Main Idea and Details Jan Richardson

Goal: Move transitional readers into a deeper understanding of informational texts.

Key Concepts

- Use a variety of comprehension strategies.
- Ask students to use the text to identify details that support the main idea.
- If students need support picking out important details, have them turn the title of the chapter into a question.
- Have students answer their questions citing evidence from the text.
- Once students answer their questions correctly, have them write the details that support the main idea.

GUIDED READING MEETS THE COMMON CORE STATE STANDARDS (continued)

Pause and Reflect

- Think about your lessons about informational texts. How do you teach comprehension strategies?
- How do you teach identifying main ideas and details in informational texts?

Guided Reading and the Common Core Classroom Francie Alexander

Goal: Evaluate your current materials to make sure you have a balance of informational text and literature.

Key Concepts

- Look at the texts you're using now.
- Identify and/or create evidentiary questions.
- Develop text-dependent questions.

Pause and Reflect

- What kinds of books might your students need? More high-quality informational text? Plays? Literature?
- How many books and authors in your classroom are listed in the CCSS Appendix-B Exemplar List?
- How do you create evidentiary questions for students? How do you develop text-dependent questions for your students?

Improving Fluency Jan Richardson

Goal: Help early readers learn to put words together to increase fluency and create a more natural phrasing as they read.

Key Concepts

- You and student read aloud together.
- Guide the student's finger over the words as both of you read the text.
- Lower your voice over easy words and raise it over difficult words.
- Use the above technique (neurological impress) with individual struggling students for 15 minutes a day for 21 days.

Pause and Reflect

- Think about what reading texts fluently sounds like. Are your students at the same level or more advanced than the students in this video?
- How do your students practice reading fluently?
- What tips might you use to increase your students' fluency?

GUIDED READING MEETS THE COMMON CORE STATE STANDARDS (continued)

Informational Text: Asking and Answering Questions Jan Richardson

Goal: Have students change facts into questions to gain or improve understanding of informational text.

Key Concepts

- Require close reading as students use the text to ask questions.
- Have students answer the questions, citing evidence from the text.
- Create question cards to prompt students to create their own questions.
- Use question cards with struggling readers.

Pause and Reflect

- When do you use close reading with your students?
- How do you scaffold your close reading lessons for struggling readers?

Making Inferences to Build Comprehension Jan Richardson

Goal: Have students learn how to go beyond the text and make inferences.

Key Concepts

- Ask “why” questions to encourage students to use the text to get information.
- Push students to make inferences.
- Students learn the difference between literal information and making inferences.

Pause and Reflect

- Think about your small-group instruction. What kinds of questions do you ask your students about the text?
- How do you get your students to answer text-based questions that are not literal?
- In what ways do you encourage your students to go to the interpretative level and make inferences?

Making Predictions: Teaching Tip

Goal: Before reading, identify the book's domain-specific vocabulary (words that relate to the topic). Then have students use those words to predict what the book will be about.

Key Concepts

- Build domain-specific vocabulary about a topic.
- Have students use the domain-specific vocabulary to make predictions.

Pause and Reflect

- Think about introducing a new book to your students. How do you introduce domain-specific vocabulary?
- How do you ask students to use vocabulary to make predictions?
- Think about the students you teach. How do you build domain-specific vocabulary?
- How might you use that method in the teaching tip with your students?

GUIDED READING MEETS THE COMMON CORE STATE STANDARDS (continued)

The Common Core and Complex Text Francie Alexander

Goal: In alignment with the Common Core State Standards, engage students in close reading and text-dependent questions that require students going back inside a text.

Key Concepts

- Have students repeat reading.
- Have students use the text to support evidence.
- Scaffold student practice.
- Review your materials.
- Work with colleagues to prepare questions for students.

Pause and Reflect

- How do the materials you use in your classroom help students become college- and career-ready?
- Before writing or explaining their points of view, how do your students demonstrate command of the text?
- Do you work with your colleagues now? If not, in what ways might you and your colleagues work together to help to meet the Common Core State Standards?