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Guided Reading: Philosophical and Practical Direction

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Our Team

During the research process the team was employed with the Christ the Teacher RCSSD #212 and taught at St. Mary's School Plus in Yorkton, Saskatchewan.

Research Objectives

The purpose of this action research study was to discover the information and perspectives needed to design implementation strategies that provided philosophical and practical direction for the guided reading component of the English Language Arts Curriculum in our school division. The components and design for this document were ascertained by amalgamating the perceptions, experiences and recommendations of local teachers with "best practices" as investigated in current literature.

The Research Question

Based on the purpose of this study, the following research question was developed to help guide the research:

What information and perspectives are needed to design implementation strategies for guided reading based on current practices?

Rationale for the Research

Three years ago our division, with the support of a literacy grant, helped purchase a guided reading program for each of our elementary schools. These books were a valuable resource that helped enhance the guided component of our English Language Arts programs. A need for this research study arose when we realized that more than just good books were needed to implement the strategy. We needed to research “best practices” that would help make the implementation of the guided reading strategy smoother and more efficient.

Another need for this research was to recognize the needs in maintaining a balanced language arts program and to collect the best strategies so all teachers would have a supportive and consistent resource to follow.

Description of the Study Population

Participants for this study were invited from the elementary schools in our school division. The total school population of the elementary schools in Christ the Teacher Catholic School Division is 859 students. We ensured that the chosen participants varied in terms of gender, years of experience, years of teaching language arts, and professional commitment. Informal meetings were set up at each elementary school describing the research project and inviting teachers to participate in the interview process. Teachers were given the opportunity to willingly participate by signing consent forms. The total number of teachers who participated was 29.

Research Methodology

The team researched best practices from current literature on guided reading. We also found current best practices by searching on the web for the most up-to-date information on guided reading.

A questionnaire was developed by the team to discover the perceptions, experiences and recommendations of the teachers in the local school division. The questionnaire was divided into five sections: general information, support for materials, staff support, administration of the guided reading strategy and assessing the progress of the students.

With the data collected from research and the questionnaire the team compiled the information to formulate a list of recommendations that can be used to implement guided reading in a balanced language arts program.

Summary of the Data

1. DEFINE THE TERM “GUIDED READING.”

Significant commonalities in the teachers who responded to this question indicate most of them believed guided reading focuses on improving students’ reading skills within a small group setting under the guidance of a teacher.

Current literature indicates that guided reading is a teaching strategy that involves a teacher and a small group of students who read a book together for a specific purpose. These small, flexible groups are dynamic and ever-changing as students’ instructional needs evolve. In these groups students read materials that are geared towards their approximate instructional level and that experience challenges them to think about the material through specific reading strategies. As Fountas and Pinnell (2001) state in *Guided Readers and Writers in Grade 3-6*, as cited by Pamela Haack (2003), “Guided Reading is a teaching approach designed to help individual students learn how to process a variety of increasingly challenging texts with understanding and fluency.” Frequent and consistent monitoring and evaluation of progress also characterize guided reading. A successful guided reading program revolves around regular, systematic and sustained activities that are incorporated into a balanced language arts program.

2. WHAT IS THE GOAL OR PURPOSE OF USING GUIDED READING?

The significant commonalities found in responses to this question show that teachers understand the purpose of guided reading is to create independent readers using a multitude of teaching strategies.

Current literature states guided reading builds independent, fluent readers by using a variety of reading strategies. According to K.L. Lynch as cited by Rog (2003, p.1) the goals of guided reading are:

- To teach comprehension skills and strategies.
- To develop background knowledge, meaning vocabulary, and oral language.
- To teach children how to read all types of literature.
- To provide as much instructional-level reading as possible
- To maintain the motivation and self-confidence of struggling readers.

3. WHAT OTHER STRATEGIES DO YOU USE IN YOUR LANGUAGE ARTS PROGRAM?

The significant commonalities among the strategies reported are partner reading, shared reading, whole group reading and independent reading. A few interviewees believed that writing journals and incorporating creative writing are necessary strategies in the language arts programs.

A balanced literacy program consists of three parts: reading, writing, and word study. The reading component consists of read aloud, shared reading, guided reading and independent reading. The writing workshop provides modeled writing, shared writing, interactive writing, guided writing and independent writing. Cunningham and Hall (2000, p. 141) state:

Shared reading provides opportunities for you to model and interact with children, showing them how to think as you read. During shared reading there are many different things that can be learned, depending on what children are ready to learn. Children who have little experience with reading learn how print works, how to track print, and how the pictures and the words support each other. They also learn some words and they also learn how the words can help them tell which word is which.

Shared reading supports the strategies taught in guided reading. Reading aloud to children “sets them up” for an author, genre or topic that they will soon be reading during guided reading.

4. WHAT INSTRUMENTS DO YOU USE TO DETERMINE YOUR STUDENTS’ READING LEVEL? (FRUSTRATION, INSTRUCTIONAL AND INDEPENDENT)

The significant commonalities among the teachers responding to this question indicated that they are using running records to determine the reading levels of the students. The research indicated that these records were developed approximately three times a year. Many teachers also suggested the use of teacher-created rubrics, testing sight vocabulary with the Dolch word lists, and occasional oral comprehension checks to determine the reading levels of the students. Most teachers stated that listening and observation were used most frequently to determine frustration, instructional and independent levels.

Current literature states that assessment is the key to forming and maintaining guided reading groups. Many master teachers and educational researchers conclude that assessments should be done frequently so students are grouped appropriately. Pamela Haack (2003) encourages teachers to record students’

reading on tape at least four times a year. She also believes that reading checklists, miscue analysis and retelling rubrics are important tools for determining reading level. Lori Jamison Rog (2003) states that running records, anecdotal notes, informal observations and other assessments are also important components of consistent monitoring. Rog states that the oral reading record is the most effective tool for assessing reading.

5. HOW DO YOU GROUP YOUR STUDENTS FOR GUIDED READING?

The significant commonality in the responses to this question indicates that teachers group their students by ability level. Approximately half of the teachers stated that they test the students' reading and comprehension levels before placing them accordingly into groups. Students are usually moved up a group level when the teacher observes progress in the students' oral reading, as well as their comprehension. A couple of teachers stated that they sometimes pair weaker students with stronger students.

Research suggests that students be grouped together who need a particular reading strategy, text structure, or literary device lesson. These groups are usually formed by instructional level as Lori Jamison Rog (2003, p. 12) states: "Students are placed in groups, according to their reading levels and strategy use, as determined by the teacher's on-going assessments". Current literature also recommends that students do not remain in the same group all year. Groups should change as students grow and the students' needs change. Reading level groups are used most frequently, but Susan Finney (2003, p. 5) suggests teachers should "create heterogeneous groups based on specific topics or content." These groups would be short-term and would most likely focus on non-fiction reading and student interest.

6. HOW MANY STUDENTS DO YOU HAVE IN A GROUP?

Responses to this question indicated that the number of students placed in the guided reading groups varied; however, four students per group was the average number found during this research.

Current literature indicates that when teachers work with small groups they are more able to identify the needs of each student and what type of instruction is needed. This interaction allows students to learn from one another and take their thinking to a higher level. Although younger students tend to need to work in smaller groups, research shows that a small group consists of no more than four to six students.

7. WHEN YOU ARE NOT USING A COMMERCIALY PREPARED GUIDED READING PROGRAM, SUCH AS, SCHOLASTIC GUIDED READING PROGRAM, HOW DO YOU LEVEL THE TRADE BOOKS FOR THE GUIDED READING PROGRAM?

The primary resource that teachers used in their classroom was the Scholastic Guided Reading Program. The teachers explained that it was already pre-leveled, and it provided guided comprehension questions and activity suggestions. Other teachers who have incorporated other guided texts in their program stated that they leveled the books using their own knowledge and experience. They did this by going

through each book and looking at vocabulary and picture clues, and through trial and error.

There are many factors that teachers must take into consideration while leveling books for their students to read. Research suggests that the following criteria be used: length of the text, appearance and placement of print, support of illustrations, concepts that are familiar and accessible, predictability, vocabulary, and word and sentence structure.

Pamela Haack (p. 13) also suggests that students' interests and the provision of a variety of cultures and genres are important factors to consider when selecting materials for students. Some teachers level their books into grades, while others use "four-table" talk leveling (Rog) for emergent, early, developing and fluent readers. Other teachers use the leveling criteria outlined by Fountas and Pinnell in *Guided Readers and Writers Grade 3-6*. This system levels books from A to Z.

8. WHAT SUPPORT DOES YOUR LIBRARY PLAY IN PURCHASING TRADE BOOKS AND OTHER SUITABLE MATERIALS FOR YOUR GUIDED READING LESSONS?

The significant commonality in teacher opinion on this question showed that there are very limited resources available to purchase books for guided reading. Besides the Scholastic Program and the GB Plus Program, some teachers stated that they were able to purchase books, depending on the librarians' budget. Other teachers commented that they had no support from the library to either obtain any trade books requested by the teachers or have the opportunity to fill out inventory suggestions when librarians select trade books. The overall opinion of every teacher interviewed was that there is a vital need to obtain more resources.

Researchers suggest that the library plays a vital role in supporting the guided reading strategy of the English Language Arts program. Current literature stresses the importance of having a variety of leveled materials in the library where students and teachers have access to them. Literature also recommends that materials in the library be selected to fit in with curriculum.

9. HOW DO YOU CHOOSE BOOKS FOR YOUR STUDENTS TO READ?

The significant commonalities among the ways that teachers choose books for students to read are based on the leveled books available and the students' interests. A few teachers noted that the leveled books available were so limited that book selection wasn't a matter of choice.

Current literature explains that when choosing books for students to read, teachers need to consider two components: word-reading level and complexity of content. When looking at word-reading level, it is important to note that the students should be able to read with a high degree of fluency (smoothly and quickly). Although they should be able to read fluently, students should encounter some unfamiliar words, especially, low frequency words or words with complex meanings that they may not have been exposed to in everyday conversation. The students can learn to read new words by encountering them in supportive contexts in which they are fluent with the surrounding words.

Complexity of content involves whether or not students can understand, appreciate, and think critically about character, setting, and plot. The selection of books should encourage students to use and develop critical thinking skills, expand their knowledge and understanding, and think about ideas differently.

Research suggests that the weaker the readers, the less likely they will choose books at their level; therefore, it is important to instruct students on how to choose books. Rog (2003, p. 19) recommends that students learn the “Five Finger Rule,” which teaches the students to recognize when a book is too difficult to read.

10. WHAT KINDS OF TRADE BOOKS DO YOU HAVE FOR YOUR CLASS LIBRARY?

Responses to this question indicated that typically, the kind of trade books found within the classroom library were various fictional books. Some teachers stated that they had some non-fictional books. Many of the teachers reported that they purchased books for the classroom library using their own money. The majority stated that they would like to see a larger supply of books within their class library.

Research shows that having a wide range of quality books in the classroom contributes to students’ reading success. Children learning to read need access to meaningful and personally interesting books, diverse trade books, and a wide range of genres, authors, and topics.

The first function of a classroom library is to support reading and writing instruction. To this end, classroom libraries need books and other media materials to support student learning in all curriculum subjects taught daily. Teachers need to include reading materials related to science, health, mathematics, history, geography, music, art, drama, dance, languages, grammar, spelling, and literature. Research states the importance of building an adequate collection of fiction and non-fiction materials at enough different levels to accommodate the many interests and abilities of the students.

The building of classroom libraries requires a multi-year, phase-in plan. If the library exists primarily or exclusively to service students’ independent reading selections, then the library collection should include ten to twelve titles per student. If library is intended to support cross-curricular studies, take-home reading, guided reading, shared writing, and reading aloud, then the amount of material may range from 1500 to 2000 titles, including many multiple copies. A wide variety of trade books should include: poetry, pattern/predictable books, leveled books, decodable books, informational books, award-winning books, and reference books, such as dictionaries, thesauri, atlases, newspapers, magazines, series books, and scripts for plays and skits.

11. WHAT NOVELS (TRADE BOOKS) ARE GRADE APPROPRIATE FOR TEACHING IN THE SMALL GROUP SETTING?

The teachers invited to respond to this question shared that they used a variety of novels in the small group setting. However, there was no consensus as to which novels were appropriate for each reading level.

Current literature suggests that novels be used on a regular basis in the small group setting. A wide variety of novels are available for each reading level. Research also suggests that novels be designated for each grade or reading level to decrease over-lapping.

The teachers interviewed shared that they use the following grade appropriate books:

- Grade One: Sunshine Series
 Non-fiction books: Animal Study
 A variety of Caldecott Winners

- Grade Two: Cam Jansen
 Flat Stanley
 Roald Dahl
 E.B. White

- Grade Three: Bofeelia

- Grade Four: Trade books by Junie B. Jones
 Stone Fox by James Reynolds Gardnir
 Geremino Stilton Books
 Tales of a Fourth Grade Nothing by Judy Bloom
 Scholastic: Level Q novels,
 Owls in the Family

- Grade Five: *Island of the Blue Dolphins*
 The Lion, the Witch and the Wardrobe
 Charlie and the Chocolate Factory

12. HOW MUCH TIME DO YOU SPEND ON GUIDED READING IN A SIX-DAY CYCLE?

The significant commonality in the responses to this question indicated that on average ninety minutes was spent on guided reading in a six-day cycle.

The recommended time to spend on guided reading in a six-day cycle is as follows:

1. Three to four thirty-minute periods
2. Three forty-five minute periods
3. Thirty minutes per day

13. DO YOU HAVE SPECIFIC LESSON PLANS OR METHODOLOGY THAT YOU FOLLOW FOR GUIDED READING LESSONS?

Most teachers interviewed used the lesson plans provided in the Scholastic Reading kit. A few teachers stated that they created their own lesson plan based on a skill that the students needed to work on. Many teachers just listened to the students read within their groups.

Current literature states that guided reading lesson plans need to teach reading strategies, text structures, and literary devices. Bev Bain (2003, p. 92) recommends including these following reading strategies within the guided reading lesson: predicting, eliciting prior knowledge, visualizing, retelling, summarizing, asking questions, making connections, think-aloud, identifying and distinguishing main ideas, using vocabulary strategies, fluency, synthesizing, and making inferences. Bain believes it is necessary to explicitly teach text structures, including the structures of narratives, textbooks, non-fiction, recipes, poetry, newspapers, TV guides, and dictionaries. The literary devices considered important to include in the guided reading lessons include alliteration, hyperbole, similes, characterizations, setting, plot, conflict, resolution, theme, foreshadowing, mood, metaphor, idioms, word choice, moral, point of view, and onomatopoeia.

Bev Bain (2003, p. 122) also states that parts of the guided reading lesson should include: introducing the text, teaching a mini-lesson, students reading silently, discussing and revisiting the text, extending the meaning of the text, and word work .

The current best practices for a guided reading lesson incorporate before, during and after reading strategies. Good teaching begins with the end in mind. The first step in planning is deciding what you want the students in the group to learn. The teacher needs to ask him or herself what the students are learning about to become better readers, and what students are learning about a specific piece of text. It is necessary to determine the objectives of the lesson, choose appropriate materials, and plan before, during and after reading strategies.

Anthony D. Fredericks (2001, p. 21) believes that there are five steps for the guided reading lesson:

1. Setting the Stage: (4 to 5 minutes)
 - Introduction questions
 - Demonstrating excitement about the book
 - Pass out copies

2. Before Reading: (8 to 12 minutes)
 - Introduction of the book
 - Read and discuss title
 - Walk through the book
 - Provide background knowledge

3. During Reading: (8 to 12 minutes)
 - Read independently
 - Introduce during reading strategies
 - Confirm good read strategies

4. After Reading: (8 to 12 minutes)
 - Review strategy
 - Retellings
 - Re-readings

5. Literature Extensions (15 to 20 minutes)
 - Responding to text
 - Written responses
 - Cross-curricular activities
 - Read related literature
 - Integrated language arts projects
 - Invite further research and reading

L. J. Rog (2003) recommends using the following components in the guided reading lesson plan:

1. Before Reading

The Book Introduction

The introduction is the most important step of the guided reading lesson. The teacher is able to access prior knowledge, highlight key language structures, introduce concepts, and set purpose for reading.

Cover and Publication Information

Rog presents the book title, author's name, illustrator's name, and other publication information such as the year that the book was published.

Summary Statement

A brief summation of the book, using a sentence or two, "sets a context for making connections and predictions, accessing prior knowledge, and introducing key vocabulary" (p. 50).

Making Connections

This step is the application connecting information to the reader, whether it is through life experiences, past readings or knowledge to comprehension strategies in the guided reading strategies. Rog (2003) outlines connecting "text-to-self, text-to-text, and text-to world" in Chapter 12 of her book *Guided Reading Basics*.

Set a Purpose for Reading

Teachers are independent readers who know the reading materials they encounter are read differently depending on the purpose of reading. Cookbooks and car manuals set a different context for reading than a novel or a history textbook.

Invite Predictions

Predicting is a very important way of setting the purpose for reading. Throughout the lesson students need to have the opportunity to revisit their predictions.

Preview the Book

An overview of the book “guides the students through the text to make predictions, introduce unfamiliar concepts, and note unique vocabulary and language structures.”

2. During Reading

Individual Reading

Rog (2003) believes teachers should circulate and listen to the students read during this step. The purpose is to note the strategies the students are using and to develop future instructional plans. Emphasis is on having the students read silently to them. Emergent readers read aloud so Rog suggests that teachers stagger the times the students read the book or to use “reading pipes” made out of elbows of PVP pipes. The goal is to avoid unison reading during the guided reading lesson.

3. After Reading

Historically, the after-reading portion of the lesson was the most important component, in which the students were busy with “low-level comprehension questions or drawing a picture.” Guided discussion is the most important element of the after-reading portion of the lesson using higher-level questions to incorporate a higher level of thinking. Rog (p. 53) recommends using the following effective educational follow-up activities: “role drama, readers’ theatre, visual art, or further research.”

14. WHAT TYPES OF LEVELED QUESTIONS DO YOU ASK WHEN YOU ARE WORKING ON COMPREHENSION SKILLS?

There was no commonality found when the teachers interviewed were asked about the kind of leveled questions they asked their students. Various answers were given, such as “recall, the 5 W’s (Who, What, Where, Why, When) inference and sequencing.”

Current literature states that many levels of questions should be used in guided reading sessions. Bloom’s Taxonomy references the implementation of leveled questioning.

HIERARCHICAL FORM

Six Levels of Questioning	Definition	Example Questions
Knowledge	Recall or identify factual information in the text.	<ul style="list-style-type: none"> • Where did the story take place? • What happened after...? • Can you tell why...? • Describe what happened at...?
Comprehension	Organize, assemble, combine factual information into groups of ideas.	<ul style="list-style-type: none"> • What do you think could have happened...? • Who was the key character...? • Can you provide a definition for...?
Application	Take information they already know and apply to a new situation.	<ul style="list-style-type: none"> • Could this have happened in...? • Would this information be useful if you had a ...?
Analysis	Identify elements that make up the whole, see relationships and break down the whole into parts.	<ul style="list-style-type: none"> • How was this similar to...? • What are some of the problems of ...? • What was the turning point in...?
Synthesis	Ability to combine two or more facts into new whole, elicits and rewards creativity.	<ul style="list-style-type: none"> • Can you see a possible solution to...? • What would happen if...? • How many ways can you...?
Evaluation	Make judgments, personal statements about value, worth, or rank of specific information.	<ul style="list-style-type: none"> • Is there a better solution to ...? • How would you feel if...?

15. WHAT ARE THE OTHER STUDENTS DOING WHILE YOU ARE WORKING WITH A SPECIFIC GROUP?

The significant commonality among the answers to this question indicated that other student groups were working on guided reading with a teacher assistant and/or resource teacher while the classroom teacher worked with one particular group. A few teachers stated that the rest of the class would work on a worksheet related to their book.

Current literature states that students should be involved in a variety of activities while the teacher is working with a small group. Independent reading time is often used as it provides opportunities to practice reading using a variety of texts. This independent reading time also helps students gain reading stamina. Buddy reading is another strategy that many master teachers use in their classrooms. This type of reading builds fluency in students. Literacy centers may also be set up to extend and reinforce skills and strategies that have been taught in the guided reading groups. Research also suggests that students be engaged in after-reading work that includes follow-up tasks related to the reading lesson. Other suggestions include

choice menus that give students control and freedom, vocabulary work, journal writing, and handwriting or printing practice.

16. HOW DO YOU ASSESS THE PROGRESS OF YOUR GUIDED READING GROUPS?

Most teachers who were asked how they assess the progress of guided reading groups used checklists and anecdotal notes. Other interviewed teachers stated that they used various other assessments, such as rubrics or miscue analysis sheets, that they had created themselves. Although most teachers administered their own assessments, some teachers reported that the resource teacher played an integral role in assessing the progress of the guided reading groups.

17. HOW DO YOU ACTIVELY INVOLVE THE STRUGGLING READER?

The general answer to this question showed that teachers actively involved struggling readers by focusing on grouping the struggling readers together so that they did not feel like outcasts. A few teachers implied that they modified the questions that they directed to these students so that the students were able to achieve greater success.

Research suggests that classroom teachers involve their struggling readers by grouping them together for guided reading. This grouping allows the struggling readers to experience some success and increases their confidence. It also enables a teacher to identify what cueing system is best suited for the individual student.

18. DO YOU HAVE ANY OTHER COMMENTS, CONCERNS OR QUESTIONS ABOUT USING GUIDED READING IN YOUR CLASSROOM?

The interviewed teachers inquired about the various strategies to run their guided reading lessons more effectively and efficiently. It was clearly stated by the majority of teachers that there was a great need for resources. This need included more leveled books at each level and the purchase of supports for the Scholastic Program. Other teachers wanted more support in the form of personnel and the integration of the resource teacher in the daily guided reading sessions. A few teachers wanted ideas for keeping the other students engaged while the teacher is working with a small group. Some commented that they wanted to learn how to assess their students' reading levels more accurately before placing them into groups.

Conclusions and Recommendations

Based on our in-depth research and personal interviews, we have drawn the following conclusions and recommendations from this study:

1. Teachers in Christ the Teacher RCSSD #212 understand that guided reading is an essential strategy to be incorporated into the language arts program; however, it is only one component of a balanced literacy program.
2. Although teachers are occasionally using formal assessments to determine students' reading levels, research suggests these evaluations need to be done more frequently. It is our recommendation that Christ the Teacher RCSSD #212 design common assessments for each grade level that are administered at least four times a year.
3. Research and personal interviews indicate that students should be grouped by ability. We recommend, however, that these groups change according to ongoing assessments and that at least once a year students be grouped according to interest.
4. It was found that many of the teachers in Christ the Teacher RCSSD #212 used Scholastic Guided Reading Program as their leveled resource. If teachers are to expand their repertoire of leveled reading materials, we recommend a division-wide in-service on the procedures for leveling reading materials. We also highly recommend that the division purchase materials (books and computer programs) that will guide and support teachers in these efforts.
5. Libraries play a vital role in collecting the resources needed for guided reading; therefore, we strongly recommend that a language arts based teacher, along with the librarian assistant, co-ordinate the purchase of reference materials, trade books and leveled works for our school libraries. We also propose that a portion of each school's library budget be set aside for the purchasing of leveled materials.
6. In the responses collected through the interviews there was a general agreement that more trade books should be purchased by the school division for the classroom libraries. Research states that a classroom library requires a minimum of twelve trade books per child to provide various reading experiences. Reading materials should include: poetry books, pattern/predictable books, leveled books, decodable books, reference books such as dictionaries, thesauri, atlases, informational books, award-winning books, newspapers, magazines, series books and scripts for plays and skits.
7. It is proposed that certain novels are designated for each grade across the school division. A second proposal is to create theme boxes for all grades related to curriculum in language arts, science, social studies, religion and math.
8. The teachers interviewed indicated that the time for their implementation of a guided reading lesson varied within the six-day cycle. We advocate that guided reading be used a minimum of three thirty-minute periods per six-day cycle.

9. Although the cue cards from the Scholastic Guided Reading program provide a good support, we recommend teachers design the guided reading lessons so that they are centered on the students' instructional and developmental needs.
10. The committee recommends the use of the leveled questioning guide provided earlier in this paper.
11. The following activities are recommended for the students working outside of the guided reading sessions:
 - independent writing assignments based on pre-taught writing lessons
 - independent reading time
 - buddy reading
 - literacy centers to extend and reinforce skills and strategies that were previously taught through guided reading
 - choice menus incorporating vocabulary work, journal writing and handwriting or printing practice.

If a school is fortunate enough to have paraprofessionals and professionals, another alternative is to form guided literacy groups. Rog (2003) states that the guided literacy groups are based on the need assessments of the students. Therefore, the students move from one literacy group to the next. A teacher or paraprofessional directs these groups. The possibilities include:

Classroom Teacher Guided Reading
Special Education Teacher Guided Writing
Speech and Language Instructor Phonological Awareness
Paraprofessionals Phonetic and Word Study

12. The following list contains recommended ways for teachers to assess the progress of their students with respect to reading comprehension and skills within the guided reading group:
 - miscue analysis assessment
 - comprehension checklist
 - rubrics
 - running records
 - written comprehension worksheets
 - rating scales
 - written story maps
13. It is the recommendation of this research committee that Christ the Teacher RCSSD #212 employ a language arts consultant to facilitate and support the implementation of a balanced language arts program with an emphasis on guided reading. This person would provide consistency throughout the division and oversee that the language arts strategies, specifically guided reading, are incorporated smoothly and effectively into the language arts programs.

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