

Course Title: ED/D 9098 Guided Reading: Making it work in your Classroom (S)

Instructor: Instructors of Record – Dr. Vicente M. Ontiveros, Dr. Tim Ham

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 and 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. Session 2 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.

All online sessions include lesson plans and classroom resources for integrating the course content seamlessly into classroom literacy programs or subject-specific curriculum.

Course Objective/Goals:

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

Method of Evaluating Student's Performance:

Each participant will be evaluated on the basis of successfully completing the following activities, work products and tests. The evaluation process will be conducted through analysis of the following assignments:

Description	Estimated Time	Participation Hours
<i>Self-paced instruction includes the relevant reading research base. Participation in interactive simulations for practice of research-based strategies. Video modeling by teachers.</i>	<i>1 hour per session plus additional time to revisit concepts and key activities for ongoing practice.</i>	7
<i>Reflection on learned and applied skills; sharing of ideas and student work; lesson planning; facilitator modeling, in-person instruction and in-class coaching.</i>	<i>2 hours x 4 workshops; 3 hours in-class coaching</i>	11
<i>Personal journal writing in response to session-specific topics and prompts.</i>	<i>10 minutes per session (Excluding Course Introduction – Session 1)</i>	1
<i>Collaborative discussions with colleagues and advice/feedback from reading specialist.</i>	<i>10 minutes per session (Excluding Course Introduction – Session 1)</i>	1
<i>Relevant articles to read study and connect to learning and classroom application.</i>	<i>1 hour per session</i>	7
<i>Print and review online resources (lesson plans, management tools, graphic organizers, etc.) – for planning and application in classroom.</i>	<i>1 hour per session</i>	7
<i>Preparation for application of learned skills and strategies utilizing tested lesson plans and student resources</i>	<i>1 hour per strategy; 1 strategy per week</i>	7
<i>Preparation and presentation of course learning.</i>	<i>1 hour</i>	1
<i>Setting goals and incorporating into Professional Improvement Plan.</i>	<i>1 hours</i>	1
<i>Review online correlations to standards and reading programs. Use online correlations in preparing lesson plans for classroom application.</i>	<i>2 hours</i>	2
Total Hours		45

End-of-Course Assessment: The final assessment for this course will assess your ability to demonstrate an in-depth understanding of the course material and your final grade will be based on this assessment as follows:

Grade Score

A 18-20

B 16-17

C 14-15

D 12-13

F 11 and below

Textbooks and/or Other Materials:

All instructional materials are provided by Scholastic Red, professional development for raising student achievement

Bibliography:

- Anderson, R.C., Wilkinson, I.A.G. and Mason, J.M. (1991). A microanalysis of the small group guided reading lesson: Effects of an emphasis on global story meaning. *Reading Research Quarterly*, XXVI, 417-441.
- Finney, Susan. *Keep the rest of the class reading & writing-- while you teach small groups : 60 high-interest reproducible activities, perfect for learning centers, that build comprehension, vocabulary, and writing skills.* Toronto : Scholastic Professional Books, 2000.
- Ford, M.P., & Opitz, M.F. (2002). Using Centers to engage children during guided reading time: Intensifying learning experiences away from the teacher. *The Reading Teacher*, 55, 8, pp. 338-377.
- Fountas, Irene, and Pinnell, G.S. (1996). *Guided reading : Good First Teaching for All Children.* Portsmouth, NH : Heinemann, c1996.
- Fountas, Irene, and Pinnell, G.S. (2001). *Guiding Readers and Writers, Grades 3-6.* Portsmouth, NH: Heinemann.
- Hiebert, El. (1999). Text matters in learning to read. *The Reading Teacher*, 52, 6, p. 552.
- Kane, K. (1995). *Keeping your balance: Teacher's guide for guided reading in the early grades.* Danbury, CT: Grolier.
- Kimbell-Lopez, K. (2003, February). Just think of the possibilities: Formats for reading instruction in the elementary classroom. *Reading Online*, 6(6). Available: http://www.readingonline.org/articles/art_index.asp?HREF=kimbell-lopez/index.html
- Pinnell, G.S. (1999). *Leveled Books: Matching Books to Readers.* Scholastic Reading Counts. Available: <http://teacher.scholastic.com/products/readingcounts/research.htm>
- Pinnell, Gay Su and Fountas, I.C. (1999). *Matching Books to Readers: A Leveled Book List for Guided Reading, K-3.* Portsmouth, NH: Heinemann.
- Pinnell, Gay Su. *Scholastic Guided Reading Program: Blue Edition.* Scholastic, 2002.
- Routman, R. (2000). *Conversations: Strategies for teaching, learning, and evaluating.* Portsmouth, NH: Heinemann.**
- Scholastic Reading Counts Research and Results Report. Scholastic, 1999.
- Schulman, M.B. and daCruz Payne, C. (2000). *Guided Reading: Making It Work.* New York: Scholastic.
- Shea, Mary. *Taking running records : A Teacher shares her experience on how to take running records and use what they tell you to assess and improve every child's reading.* New York : Scholastic Professional Books, c2000.**
- Whitehead, David. (1994). Guided Silent Reading. *Journal of Reading*, 38, 1, pp. 24-30.



Instructor Background:

See attached Resumes' for Dr. Tim Ham and Dr. Vicente M. Ontiveros

MAIL TO: Professional Development Center, 855 Howe Ave., Sacramento, CA 95825-3912

PHONE: (916) 561-1968

E-MAIL TO: sjpotter@chapman.edu