

GUIDED READING FOR ALL: IMPLEMENTING BEST PRACTICES IN FLEXIBLE
GUIDED READING AT THE ELEMENTARY SCHOOL LEVEL

By

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[Guided Reading for All](#)

The project is a website streamlining best practices in guided reading for teachers without knowledge or access to resources or support. I pondered ways that I have sought out professional development in the past and realized most of the time I turned to online resources such as websites, blogs, or podcasts that offered information either in direct professional development or where to find it. Teachers already use a variety of websites to gain knowledge in techniques that will better their instruction. On a website titled *Educational Technology and Mobile Learning*, Kharbach, (2017) listed many of these popular professional development sites. In the age of technology teachers search information on the web everyday. I hope teachers searching for professional development in guided reading will find my site useful.

The website works as a bank for easy access to strategies, tools, and links to help teachers anywhere implement guided reading that is not only differentiated but also promotes flexibility in grouping based on changing student needs. Ideas are organized into links relating to creating and following through on flexible grouping: informal and formal assessments, ways to successfully choose the right text for individual student needs, educator's successful classroom management strategies for guided reading, social skill instruction during guided reading, and tips to understanding the thought processes of readers in the elementary grades.

The website is designed for teachers to approach flexible guided reading independently within their classrooms. The website, *Guided Reading for All* which can be found at www.guidedreadingforall.com, compiles research based practices in guided

reading and outlines them in an easy to use, step by step approach for differentiated guided reading.

The website has many links that lead teachers through setting up flexible guided reading based on research from the literature review. The introductory link ,titled *Implement Guided Reading that is Flexible for Your Classroom*, gives a brief summary of what can be expected as teachers look further into this site. This is also the about link on the top menu bar (see Figure 1).

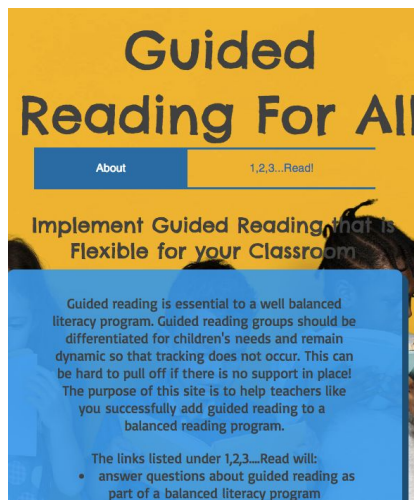


Figure 1. Landing page for website.

The 1,2,3...Read link on the menu bar provides a drop down menu and central page of steps toward meaningful guided reading instruction (see Figure 2).

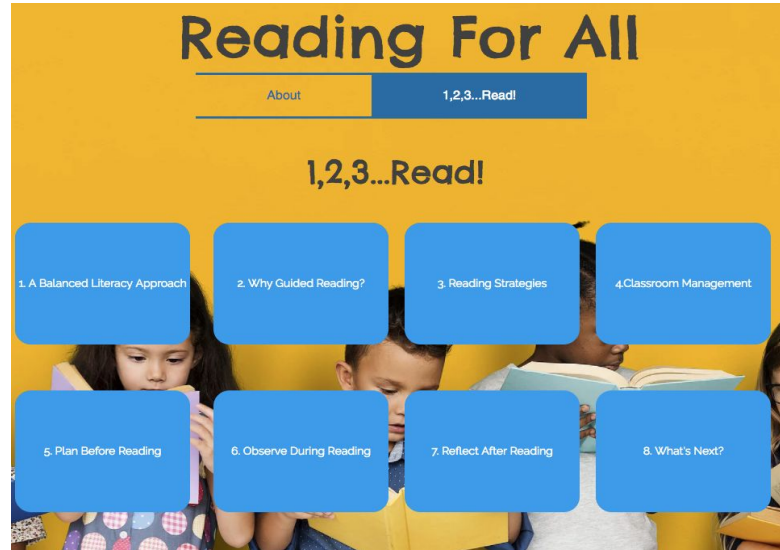


Figure 2. Website menu.

Link one, *A Balanced Literacy Approach* takes the viewer to a page that defines the components of balanced literacy programs and what part guided reading plays in this approach. The information from this page is based on the research of Fountas and Pinnell (1996) and Dorn, French, and Jones (1998).

The next link under 1,2,3...Read is *Why Guided Reading?* This page lists reasons why guided reading is important based on the research of Fountas and Pinnell (1996) and Opitz and Ford (2001). I have also added my own personal feelings on guided reading after reviewing the literature.

Link 3, *Reading Strategies*, explains strategies students use when they read. These are important as they are addressed consistently in following links. These strategies are taken from the literature of Marie Clay (1991) and Jan Richardson (2009).

The fourth link, *Classroom Management* page provides links to several classroom management techniques to ensure students are engaged in meaningful literacy activities

with minimal disruption. The ClassDojo website link from the research of Chiarelli, Szabo, & Williams, (2015) is also included.

Step five under 1,2,3...Read is titled *Plan Before you Read*. This page provides links to several pages that provide steps to take before implementing guided reading for all students. These links dig deeper into understanding the text in your classroom and how it can be used to meet the needs of students, getting to know your students as readers, understanding how to support struggling readers, assessment to drive instruction, creating and recreating flexible groups, and lastly creating lessons for small groups. The resources provided within these links are based on the research of Boushey and Moser (2009; 2014), Dorn, French , and Jones (1998) Fountas and Pinnell (1996; 2012), Richardson (2009), Lanning and LaMere (2000), Opitz and Ford (2001), and Souto-Manning and Martell (2016).

Observe During Reading is the sixth step under 1,2,3...Read on the menu bar. This page describes the language prompts that can be used to foster reading comprehension from the early stages of reading forward. Many of these prompts were originally introduced by Marie Clay (1991) and continually modified and built upon in more recent research such as Fountas and Pinnell (1996) and Richardson (2009). Opitz and Ford (2001) and Boushey and Moser (2009) suggested using language that is specified to the purpose of the reading lesson. This page also links to observation taken during guided reading and how these observations can further influence instruction. One link on this page discusses reading behaviors to teach and observe based on more recent research by Fountas and Pinnell (2012) along with individual conferences that promote

independent reading goals presented by Boushey and Moser (2009). The last link on the *Observe During Reading* page contains further links to videos of guided reading lessons in action using various models of research.

Reflect After Reading reminds teachers to reflect on observations from reading groups and continuously regroup students based on needs that will better improve reading comprehension and build them up as readers. There is a link on progress monitoring that can be done individually or that may be required by schools under the RTI process. This is based on my research findings of the intervention process Marchand-Martella, Martella, and Lambert (2015) and informs teachers of what this process may look like in a school.

The last, but important link *What's Next?*, provides teachers with the sources I have researched for continued professional development. The website is simply a starting point for implementing guided reading as part of a larger balanced reading program. Teachers will need continued development in maintaining flexible guided reading through guided reflections and questions. The resources provided will lead teachers in the direction of research that has been done to better answer questions related to guided reading and best practices in a well-rounded literacy program for their readers.

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WEBSITES

Happier classrooms: The simple way to build an amazing classroom community.

www.classdojo.com

The Daily Cafe: The 2 sisters. www.dailycafe.com

Fountas and Pinnell literacy: Elevating teacher expertise.

<http://www.fountasandpinnell.com/>

Guided Reading with Dr. Jan Richardson. www.janrichardsonguidedreading.com

Hello literacy: Growing readers one best practice at a time. www.helloliteracy.com

International Literacy Association. <https://www.literacyworldwide.org/>

Reading Recovery Council. <http://www.readingrecoveryworks.org/>

RTI Action Network: A Program for the National Center for Learning Disabilities.

<http://www.rtinetwork.org/>

Teaching Channel: Getting better together.

<https://www.teachingchannel.org/videos/teaching-guided-reading-groups>