

## Chapter 1 : Fountas and Pinnell Information and Teacher Community

*Master reading teachers Jan Richardson, Ph.D., and Maria Walther, Ed.D., developed and classroom-tested this lean, smart assessment kit to provide teachers with a complete picture of each reader's word knowledge, phonics skills, fluency, and comprehension skills.*

My students are assessed using running records, tests from our reading programs, and other informal assessments. I LOVE running records, but they take a while and they are not parent-friendly. These snapshot assessments are used in two ways: I chose 5 areas to rate: This is a way for parents to quickly see how their child is doing in class. You can keep track of the snapshot records using this spreadsheet if you want Here is another way to communicate to parents. This sheet is more specific about reading skills that a child may or may not have. I chose the most common things I look for in a first grade reader and put these skills in both boxes one for strengths and one for goals. Scrappindoodles To use this: This gives your parents an idea of how they can follow up at home. I have so many incredible parents every year who are always asking how they can help at home, what they should focus on, etc. Remember I am in a private school with paying parents. I tried to use parent-friendly language that is self explanatory, but there may be a couple that need explaining. Cross Checking is from the CAFE books and basically means a student reads words that make sense and match the letters on the page. I left some extra lines at the bottom of each box so you could add in a skill. I would also write in a specific phonics skill we were working on and add it to the goals or strengths. You could also add some more advanced skills from the CAFE menu as your students advance with reading. This one is the same as the one above, just different frames and clip art: Frames by Miss Tina Clipart by scrappindoodles You can click on any of the pictures to get these snapshot sheets. Could you use this in your classroom? What do you do for your assessments? How do you communicate to parents? How do you organize your information? Please consider "liking" or "following" one of my shops if you take the freebie.

## Chapter 2 : Free Literacy Assessments | Mrs. Judy Araujo, Reading Specialist

*Award-winning reading solution with thousands of leveled readers, lesson plans, worksheets and assessments to teach guided reading, reading proficiency and comprehension to K-5 students.*

Power strategies to launch your guided reading groups. Grades PreK, 1, 2, 3, 5, 6, 8 From Many teachers have guided reading in their instructional toolbox, and they consider it a necessary strategy, especially in classrooms where differentiation is key. For Allison Hepfer, who teaches kindergarten at Hamagrael Elementary in Delmar, New York, guided reading is a cornerstone of her literacy instruction. She meets with small groups of students on a daily basis, supporting them as they learn to use reading strategies. Children at the initial stage may need instruction about left-to-right progression, while those at a higher level can learn to use picture cues to decode new words. Small-group work with guided reading is critical to meet the needs of all learners. Establish Routines to Foster Independence Establishing routines at the beginning of the year is crucial. The students should understand that as a teacher you also have a job to do. I show students what reading partners look like and sound like. Next, choose the right book and choose wisely. Interest level and conceptual knowledge are considerations. Dive Into Instruction Divide your lesson into segments: Allow students to read independently either by reading silently or by whisper reading. Students should not read round-robin, as they used to do. Instead, make your way around the group to work one-on-one with each student for a few minutes. Different students will need different strategies some may need support using first-letter cues, while others may need help monitoring their comprehension see sidebar. Writing about the text is a good practice as well, and it allows you to collect a writing sample. Assess, and Be Flexible Remember: Of the informal assessments, running records are extremely useful for determining whether students should be moved to another group. I also look to see if there are children who need help with similar skills and group them accordingly. At first we focused on things such as concepts of print, letter sounds and names, and using pictures to help figure out a tricky word. As each month passed, he gained confidence. I am a reader!

## Chapter 3 : Assessing a Student's Level - Reading A-Z

*Guided Reading Assessment Rubric and Student Grid for Marking. This is a two page document that includes a comprehensive guided reading rubric and a student assessment grid to use with your students in guided reading groups.*

When reading with small groups, documenting what strategies students try is a great way to both informally assess and help guide your own planning. We teachers have to find ways to save time, right? Well, in my opinion a checklist is the way to go. Let me give it a check and be done! Same principle as in crossing stuff off a to-do list , which I lo-o-o-ve. Wait a minute, Leslieâ€™. For me, it works out great for planning lessons or for reorganizing my groups. Then, why this additional piece? I felt like with the implementation of Common Core standards, the mention of reading strategies earlier on in the school year meant I needed to communicate more regularly to parents what I was seeing. I could send home running record dataâ€™ um, yeah right. Read emergent-reader texts with purpose and understanding. Use self-correcting strategies when reading simple sentences. Understand and use fix-up strategies. Use pictures to figure out unknown words. Break words into sounds to read unknown words. Chunk unknown words into parts to read unknown words. You can get this checklist simply by adding your email address in the form below. I just use these guided reading strategy checklists to communicate on a semi-regular basis and as I feel needed. If you like what I do here on KindergartenWorks, then be sure to subscribe today. I look forward to sharing ideas with you weekly.

**Chapter 4 : Guided Reading "Snapshot" Assessments - Teach Junkie**

*These are taken from the Lancashire site which we could only find as a PDF - they are sublevelled and organised into AFs. I use them to help assess and plan guided reading session - I use the document for a few sessions.*

The publications of *The Continuum of Literacy Learning*, the *Benchmark Assessment System 1 and 2*, and the *Leveled Literacy Intervention Systems* are the result of over two decades of research and practical work with teachers. They teamed up with Heinemann to write *Guided Reading: Good First Teaching for All Students* in , a focused professional book that offered practical advice and discussions of research-based practice in this area. Fountas and Pinnell refined their tool and published it for the first time in *Guided Reading*, and continued to explore and refine the nuances that made one book easier or harder for readers. Thinking across the gradient from A to Z provided a picture of the development of systems of strategic actions over time, and they used this picture to guide the observation of precise reading behaviors and the teaching that would lead each reader forward. Much of this work had been presented in *Leveled Books K Matching Texts to Readers for Effective Teaching*, but they continued to refine it. The most challenging task was to think about what the reader needs to be able to do at each level to read with accuracy, understanding, and fluency. They developed an outline of twelve systems of strategic actions to use during guided reading instruction, which was then published in the *Guided Reading* section of *The Continuum of Literacy Learning* in .

When the text poses enough challenge, but not too much, the child has opportunities with effective, explicit teaching to build his network of effective problem solving actions. With daily teaching, the teacher helps the child climb the ladder of text difficulty with success.

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**What is Guided Reading?** Guided reading is a teaching approach designed to help individual readers build an effective system for processing a variety of increasingly challenging texts over time. Guided reading is not an exercise to practice reading skills. It is research-based, professionally energized, highly targeted, scaffolded reading instruction that propels all students toward confident, independent reading of high quality grade level books across a diverse array of literature and informational genres. Reading well means reading with deep, high quality comprehension and gaining maximum insight or knowledge from each source. Using benchmark assessments or other systematic observation, the instructional reading level of each student is determined. The teacher forms a temporary group of students that are alike enough in their development of a reading process that it makes sense to teach them together for a period of time. The teacher uses the text to help the children expand what they know how to do as readers. Complex, high level reading comprehension is the goal of guided reading instruction. Guided reading centers on a sequence of high quality texts that support individual progress on a scale of spiraling text difficulty. Guided reading lessons increase the volume of independent reading that students do; the goal always is confident, capable independent readers. Guided reading provides explicit instruction in accurate, fluent reading. Guiding reading lessons provide daily opportunities to expand academic vocabulary through reading, writing, conversation, and explicit instruction. Guided reading lessons invite students to write about reading. Guided reading lessons create engagement in and motivation for reading. In addition, an important key feature of the Common Core State Standards is to provide students with a grade-by-grade staircase of increasing text complexity and steady growth of comprehension. There are several approaches to determining the level of complexity of a text. Lexile takes one approach by measuring text complexity with a computer algorithm that measures sentence length, syllables, and word frequency. Fountas and Pinnell take a different approach to determining text difficulty, which includes the length of sentences, length of words, and complexity of letter-sound patterns, and many other characteristics. A student might very well be able to decode texts at several levels higher and so, measured without comprehension assessment, it may look like he is meeting a standard. Genre is the type of text and refers to a system by which fiction and nonfiction texts are classified. Form is the format in which a genre may be presented. Forms and genres have characteristic features. Structure is the way the text is organized and presented. The structure of most fiction and biographical texts is narrative, arranged primarily in chronological sequence. Factual texts are organized categorically or topically and may have sections with headings. Writers of factual texts use several underlying

structural patterns to provide information to readers. The most important are description; chronological sequence; comparison and contrast; cause and effect; and problem and solution. The presence of these structures, especially in combination, can increase the challenge for readers. Content refers to the subject matter of the text-the concepts that are important to understand. In fiction, content may be related to the setting or to the kinds of problems characters have. In factual texts, content refers to the topic of focus. Content is considered in relation to the prior experience of readers. These are big ideas that are communicated by the writer. Ideas may be concrete and accessible or complex and abstract. A text may have multiple themes or a main theme and several supporting themes. Language and Literary Features: Written language is qualitatively different from spoken language. Fiction writers use dialogue, figurative language, and other kinds of literary structures such as character, setting, and plot. Factual writers use description and technical language. In hybrid texts you may find a wide range of literary language. Meaning is mapped onto the syntax of language. Texts with simpler, more natural sentences are easier to process. Sentences with embedded and conjoined clauses make a text more difficult. Vocabulary refers to words and their meanings. The more known vocabulary words in a text, the easier a text will be. This category refers to recognizing and solving the printed words in the text. The challenge in a text partly depends on the number and the difficulty of the words that the reader must solve by recognizing them or decoding them. Having a great many of the same high-frequency words makes a text more accessible to readers. Drawings, paintings, or photographs accompany the text and add meaning and enjoyment. In factual texts, illustrations also include graphics that provide a great deal of information that readers must integrate with the text. Illustrations are an integral part of a high quality text. Increasingly, fiction texts include a range of graphics, including labels, heading, subheadings, sidebars, photos and legends, charts and graphs. After grade one, texts may include graphic texts that communicate information or a story in a sequence of pictures and words. Book and Print Features: Book and print features are the physical aspects of the text-what readers cope with in terms of length, size, and layout. Book and print features also include tools like the table of contents, glossary, pronunciation guides, indexes, sidebars, and a variety of graphic features in graphic texts that communicate how the text is read.

## Chapter 5 : Next Step Guided Reading Assessment K-2 Program

*This is a two page document that includes a comprehensive guided reading rubric and a student assessment grid to use with your students in guided reading groups. The rubric contains the following areas to assess: connections, vocabulary, comprehension, and predictions.*

Research is clear about the need for early, effective reading instruction. Low-performing first grade readers will likely be the lowest performing readers in the fourth grade. As many schools are adapting to an ever-increasing range of learners, it becomes important to develop instruction to respond to these diverse students. Guided Reading is a teaching approach that is designed to help individual students learn how to process a variety of increasingly challenging texts with understanding and fluency. This type of teaching and learning is most effective when instruction is delivered in the smallest group possible to address the specific literacy needs of the students. The teacher selects and introduces texts to readers, supports them while reading the text, engages the readers in discussion, and performs mini-lessons before, during, and after the reading. The teacher can also extend the meaning of the text through writing or another learning activity. Tyler highlights key points that make guided reading successful: Small-group instruction provides comprehensive coverage of the strategies required to move students to greater achievement in reading. Every group of students is given quality reading instruction and tasks that are worthwhile. Assessment is ongoing and directly linked to instruction. Teachers gather information from both formal and informal assessments about how their students are progressing in their learning at a given point. Students are constantly evaluated and shuffled and reshuffled in flexible groups to best meet instructional needs. Differentiated reading takes into consideration the individual characteristics of the children, capitalizes on the strengths they have, and expands and challenges their abilities. Although this page focuses on small-group reading instruction, the additional components of a balanced literacy program cannot be over-looked. Have a clear view of all literacy stations so that you can see what the rest of the children are doing. Place your table in location that allows you to hang anchor charts. Use shelves and baskets to hold your small-group materials. Label containers holding materials for easy storage and access. The picture on the right shows how these same pieces of furniture can be used to hold big books, access pocket charts, and materials for guided reading. Multiple copies of leveled books are used daily for reading instruction and can be pulled quickly when they are grouped according to these levels. By placing labels on your bins, you can readily access books and not wasted time figuring out how differing levels correlate. Use with Avery labels. Reading Group Cards In order to keep materials organized, try naming your reading groups with a color. Everything you need for that group will be kept in that colored bin. Print off the above template on card stock, laminate, and write names using a Vis-a-Vis when your groups change, you can easily erase the names and use again. The picture on the left shows the materials the teacher will be using with each guided reading group. In another location of the classroom where children can easily access the bins, the same colored bins are used for placing books, games, magnetic letters, etc. Shown in the picture on the right. These items are used daily and by taking the time to organize them, less wasted time is spent when the children are at the reading table! These containers and dividers can be purchased at your local office supply store and come in many different colors and sizes! Reading Games To organize the reading games that can be purchased on Download Central Page , use clear, plastic containers that are stackable and can be placed in the colored bins as mentioned above for students to use during small-group instruction and during literacy centers.

## Chapter 6 : Assessment Resources

*Each page of this resource features a separate checklist with guidelines for the different assessment focuses for you to tick off as you go. There's also space for you to add your own!*

Foundational skills require mastery before students can become fluent readers and comprehend what they are reading. Identifying key foundational skills and complex reading behaviors with assessments helps you focus your instructional time on concepts students struggle to understand. How to Use Assessments An assessment is any formal or informal measurement of student progress used to improve overall learning. Use a variety of Reading A-Z resources as opportunities for students to practice important skills measured by Common Core ELA assessments scheduled to replace most formal end-of-year state tests in the school year. Be sure to look for opportunities for Close examination of text Mastery of complex literary and informational reading Inferring meaning from what is read Building arguments using evidence from the text Provide students opportunities to practice some of these assessed skills with increasingly complex texts in our Leveled Book collection and by using our Leveled Book Support Resources, including Common Core Supplements , Discussion Cards, and Comprehension Quizzes, along with other resources such as Close Reading Packs. Other Assessment Tips Student Talk After the reading, talk to the student about some of the things she or he did during the reading. Reinforce and praise certain behavior with comments and questions that focus on specific behaviors. For example, after the student reads the text, you might focus on a self-correction and ask, "How did you know it was people and not persons? The behaviors to look for will vary with the reading level. They include the following: Does the student have mastery of directionality, one-to-one correspondence, return sweep, and so forth? Did the errors made by the student make sense or sound right? Did the student attempt to self-correct? Did the student use the meaning, structure, and visual cues to identify words and get meaning from the text? Did she or he use them in an integrated way, or did she or he rely heavily on one particular source of information? Did the student make an attempt to read a word before asking for your help? Did she or he just word-call? Did the student seem to recognize phrases? Were there many pauses? Were the pauses lengthy?

## Chapter 7 : Sarah's First Grade Snippets: Guided Reading Assessments

*Formal assessments, such as the Developmental Reading Assessment or the Fountas and Pinnell Benchmark Assessment System, given at the beginning, middle, and end of the school year, will also help with tracking students' progress.*

## Chapter 8 : Guided Reading Strategy Checklist {printable} | KindergartenWorks

*In conclusion, guided reading is an important component of the guided reading classroom in order for every student to develop the skills to be an effective reader. 2.*

## Chapter 9 : Assessments | Reading A-Z - Reading A-Z

*The Fountas & Pinnell Benchmark Assessment Systems are accurate and reliable tools to identify the instructional and independent reading levels of all students and document student progress through one-on-one formative and summative assessments.*