

Scholastic Guided Reading Programs

Align to Title I, Part A
IMPROVING BASIC PROGRAMS

The purpose of *Title I, Part A—Improving Basic Programs* is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments. These schools must develop a comprehensive plan to improve teaching and learning. The following chart shows how **Scholastic Guided Reading Programs** can support a School-wide Title I program. The criteria are drawn from the Federal *Title I Final Rules and Regulations*, posted at:


<http://www2.ed.gov/programs/titleiparta/legislation.html>

Components of a Title I Program	Scholastic Guided Reading Programs
<p>Provide opportunities for all students to meet the State’s proficient and advanced levels of student academic achievement, particularly in the areas of math, reading/language arts, and science</p>	<p>Scholastic <i>Guided Reading Programs</i>, for Grades K-6, help unlock all students’ reading potential through:</p> <ul style="list-style-type: none"> ▪ Small-group instruction ▪ Guided reading techniques ▪ Leveled authentic literature and real-world texts ▪ Ongoing assessment ▪ Gradual release of responsibility model <p>In the guided reading process, a teacher works with a small group of students who demonstrate similar reading behaviors and can all read similar levels of text. The text offers challenges and opportunities for problem solving, but students can read it with 90-94% accuracy. The Teacher’s Guides provide prompts that teachers can use to support students’ problem-solving strategies. Students become strategic, independent readers who love to read as they practice comprehension skills, analyze vocabulary, and consider new ideas.</p> <p>In working with students in guided reading, teachers constantly balance the difficulty of the text with support for students reading the text. Teachers introduce the book or short text to the group, support individuals through brief interactions while they read, and guide them to talk together afterwards about the words and ideas in the text. In this way, teachers refine text selection and help individual readers move along a gradient of increasingly complex text.</p> <p>Scholastic <i>Guided Reading Programs</i> are divided into six distinct programs, with no titles overlapping between programs. The books and “short reads” are all leveled using the A-Z leveling system developed by guided reading experts Dr. Irene C. Fountas and Dr. Gay Su Pinnell.</p> <p style="text-align: right;">CONTINUED</p>

Components of a Title I Program	Scholastic <i>Guided Reading Programs</i>
<p>Provide opportunities for all students to meet the State’s proficient and advanced levels of student academic achievement, particularly in the areas of math, reading/language arts, and science, <i>Continued</i></p>	<p>The six available Scholastic <i>Guided Reading Programs</i> are:</p> <p><u>Scholastic <i>Guided Reading Nonfiction Focus, 2nd Edition</i></u></p> <ul style="list-style-type: none"> ▪ Includes trade books comprised of 80% nonfiction and 20% fiction in a wide range of topics ▪ Provides 160-page Teacher’s Guide featuring up-to-date sections addressing alignment to NAEP Standards, guided reading and the struggling reader, as well as analysis of informational text features ▪ Supplies Teaching Cards with instructional suggestions for each title, including text-dependent questions and prompts to guide deep discussion and thinking <p><u>Scholastic <i>Guided Reading Fiction Focus, 2nd Edition</i></u></p> <ul style="list-style-type: none"> ▪ Includes trade books comprised of 80% fiction and 20% nonfiction in a wide variety of genres ▪ Provides 160-page Teacher’s Guide written by Drs. Fountas & Pinnell featuring Response to Intervention (RTI), genre descriptions, and literature discussion groups ▪ Supplies Teaching Cards with instructional suggestions for each title <p><u>Scholastic <i>Guided Reading Text Types</i></u></p> <ul style="list-style-type: none"> ▪ Includes trade books in a wide variety of text types, including play, graphic novel, informational text, picture book, and chapter book ▪ Provides 176-page Teacher’s Guide written by Drs. Fountas & Pinnell featuring sections addressing RTI, connections to everyday literacy, and NAEP-aligned procedural, expository, and persuasive writings ▪ Supplies Teaching Cards with instructional suggestions for each title <p><u>Scholastic <i>Guided Reading Short Reads</i></u></p> <ul style="list-style-type: none"> ▪ Includes high-quality, short informational texts, leveled from A to Z, such as speeches, articles, book reviews, diaries, historical documents, newspaper articles, and other nonfiction in high-interest topics ▪ Supplies in-depth lessons for each text that includes key academic and domain-specific vocabulary, question prompts to promote deeper thinking and comprehension, writing extensions, and more ▪ Includes close reading practice in which students must cite textual evidence to demonstrate their comprehension through discussion ▪ Provides support for English Language Learners and leveled text for differentiating instruction <p><u>Scholastic <i>Guided Reading Content Areas</i></u></p> <ul style="list-style-type: none"> ▪ Includes trade books with titles aligned to content-area standards in Science—45%, Social Studies—40%, and Mathematics—15% ▪ Provides 128-page Teacher’s Guide by Dr. Gay Su Pinnell featuring sections addressing: <ul style="list-style-type: none"> ○ Using informational text in the primary grades ○ Story retelling as an assessment ○ Prompts to support problem-solving strategies ▪ Supplies Teaching Cards with instructional suggestions for every title <p style="text-align: right;">CONTINUED</p>

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<p>Provide opportunities for all students to meet the State’s proficient and advanced levels of student academic achievement, particularly in the areas of math, reading/language arts, and science, <i>Continued</i></p>	<p><u>Scholastic <i>Guided Reading en español</i></u></p> <ul style="list-style-type: none"> ▪ Includes 90 Spanish-language trade books in a variety of text types ▪ Provides Teacher’s Guide with extension activities and assessment tools ▪ Supplies bilingual Teaching Cards with strategies to develop essential reading skills for moving students into English <p><u>Reading & Writing</u></p> <p>Each Scholastic <i>Guided Reading Program</i> has a skills-and-strategies chart that the teacher can use to choose the books/text and corresponding lessons that are most appropriate for each small-group, based on children’s assessed needs. Teachers help children extend their understanding and vocabulary through both reading and writing. Students present their written ideas in four basic genres—persuasive, expository, narrative, and descriptive—and poetry.</p> <p>FOUNDATIONAL SKILLS</p> <ul style="list-style-type: none"> ▪ Teachers select texts that, along with high-frequency words, offer opportunities to use phonics skills. ▪ Children apply word-solving strategies to reading continuous texts. ▪ Teachers explicitly teach phonics principles through word work lessons, which are connected to a phonics continuum. ▪ Teachers offer explicit instruction in matching same sounds, blending, and attending to rhyme in text. ▪ Students use letter-sound information to know how words begin. ▪ Children use their beginning connections between letters and sounds to check on their reading. <p>FLUENCY</p> <ul style="list-style-type: none"> ▪ Teachers select texts that are within students’ control so that they know most of the words and can read fluently (with teaching). ▪ The teacher introduces the text to support comprehension and connections to language. ▪ Teachers draw students’ attention to elements of words that will help them recognize or solve them rapidly. <p>COMPREHENSION</p> <ul style="list-style-type: none"> ▪ Teachers select complex texts that readers can process successfully with supportive instruction. ▪ Teachers ask text-dependent questions. ▪ Teachers offer instructional guidance for <i>Thinking Within the Text</i>; <i>Thinking Beyond the Text</i>; and <i>Thinking about the Text</i>. ▪ The teacher demonstrates effective strategies for comprehending text, such as understanding story structure, using graphic organizers, and identifying key ideas and details. ▪ Children are taught close reading, predicting, comparing and contrasting, and relating text to personal experiences. ▪ Students analyze stories by summarizing texts, evaluating the author’s purpose, and understanding theme. <p style="text-align: right;">CONTINUED</p>

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<p>Provide opportunities for all students to meet the State’s proficient and advanced levels of student academic achievement, particularly in the areas of math, reading/language arts, and science, <i>Continued</i></p>	<p><u>Speaking & Listening</u></p> <p>In Scholastic <i>Guided Reading Programs</i>, teachers use prompts from the Teaching Cards to lead small-group discussions in which students practice comprehension strategies to further understand the book they have just read. Teachers prompt readers to think and talk in strategic ways, as well as listen to their peers’ ideas.</p> <p>Additionally, the teacher engages students in follow-up activities that use print in different ways, for example, by incorporating ideas into posters, diagrams, charts, lists, or other graphic aids. This follow-up is an ideal way to help children develop the skills of summarizing, extending meaning, analyzing aspects of text, interpreting text, and discovering the structure of text—all essential skills that are also tested on proficiency tests. Teaching Cards also include Internet research at vetted sites. Students discuss their findings.</p> <p><u>Language</u></p> <p>The programs provide students with explicit instruction of research-based, essential language skills and strategies, as well as opportunities to practice these while they read leveled texts in a variety of genres and content areas. The following areas of language skills are implemented within the programs:</p> <p>DOMAIN-SPECIFIC AND ACADEMIC VOCABULARY</p> <ul style="list-style-type: none"> ▪ Teachers select texts so that students know most of the words, but a few new words provide opportunities for learning. ▪ The teacher introduces the text, with specific attention to concepts and words. ▪ After reading, students and teacher discuss the meaning of the text with further discussion of word meanings, if needed. ▪ Children may extend the meaning of the text through writing, which often includes attention to vocabulary. ▪ Students attend to word parts and meanings, such as affixes, word structure, etc., while they do word work. ▪ Students learn specialized content-area vocabulary in context and from glossaries. <p>Some Teaching Cards also present high-frequency words and title-related words for discussion.</p>
<p>Use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program</p>	<p>Scholastic <i>Guided Reading Programs</i> provide a variety of formal and informal assessment tools to help teachers differentiate instruction as needed. The Teacher’s Guides provide detailed recommendations on how to:</p> <ul style="list-style-type: none"> ▪ Assess comprehension through retelling the text just read ▪ Use Benchmark Books and Running Records to help determine whether a student should move to a different guided reading group ▪ Observe and record Behaviors to Notice and Support at each guided reading level (<i>book-based programs only</i>) ▪ Use observation as an informal assessment of a variety of reading skills <p style="text-align: right;">CONTINUED</p>

Components of a Title I Program	Scholastic <i>Guided Reading Programs</i>
<p>Use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program, <i>Continued</i></p>	<ul style="list-style-type: none"> ▪ Match students to texts they can read with 90-94% accuracy ▪ Flexibly group students, based on assessment results <p>Optional <i>Next Step Guided Reading Assessment</i> (NSGRA), available at an additional cost, is a formal assessment that shows student growth over time. It is a classroom-tested kit that provides teachers with a complete picture of each reader’s word knowledge, phonics skills, fluency, and comprehension skills. Using an <i>Assess-Decide-Guide</i> framework, teachers are taken step-by-step through the assessment process, and then offered clear suggestions about how to use the data to form guided reading groups, to plan and teach effective lessons, and to move students into more challenging complex texts. NSGRA has an online data management system that connects assessment directly with teaching, keeps instruction moving, and provides accountability.</p>
<p>Use effective methods and instructional practices that are based on scientifically based research and that:</p> <ul style="list-style-type: none"> ▪ Strengthen the core academic program ▪ Provide an enriched and accelerated curriculum ▪ Increase the amount and quality of learning time, such as providing an extended school year, before- and after-school programs, and summer programs and opportunities 	<p>Scholastic <i>Guided Reading Programs</i> use small-group reading instruction as the basis for differentiated teaching that supports students in developing reading proficiency. With this method, the teacher uses a tightly structured framework that allows for the incorporation of multiple research-based approaches into a coordinated whole. The guided reading instructional approach is backed by a full range of research spanning several decades and involving:</p> <ul style="list-style-type: none"> ▪ Small-groups for differentiated reading instruction ▪ Guided reading lessons to teach reading comprehension ▪ Flexible grouping of students to engage in rich conversations about text ▪ Leveled books matched to students so they can read with proficiency ▪ Guided reading lessons that provide explicit instruction in fluency, expand vocabulary, and build phonics and phonemic awareness <p> For more information on the research foundation of Scholastic <i>Guided Reading Programs</i>, see: http://teacher.scholastic.com/products/guidedreading/research.htm</p> <p>STRENGTHEN THE CORE ACADEMIC PROGRAM</p> <p>Scholastic <i>Guided Reading Programs</i> can be flexibly implemented as a complement to the core reading/language arts program or as a stand-alone supplemental curriculum. Each program includes all the components teachers need to successfully implement it:</p> <ul style="list-style-type: none"> ▪ Paperback books or text cards (<i>Short Reads</i>) ▪ Lessons ▪ Program guide ▪ Assessment tools <p>Students read and interact with a wide variety of high-interest topics and genres that support reading across the entire curriculum, such as Science, Math, History/Social Studies, and the Arts.</p> <p style="text-align: right;">CONTINUED</p>

Components of a Title I Program	Scholastic <i>Guided Reading Programs</i>
<p>Use effective methods and instructional practices that are based on scientifically based research and that:</p> <ul style="list-style-type: none"> ▪ Provide an enriched and accelerated curriculum ▪ Increase the amount and quality of learning time, such as providing an extended school year, before- and after-school programs, and summer programs and opportunities <p><i>Continued</i></p>	<p>PROVIDE AN ENRICHED AND ACCELERATED CURRICULUM</p> <p>Research-based Scholastic <i>Guided Reading Programs</i> can effectively fill the gaps in a Reading/Language Arts curriculum, enriching it, and accelerating student achievement. For the student, the guided reading lesson means reading and talking (and sometimes writing) about an interesting and engaging variety of fiction and nonfiction texts. For the teacher, guided reading means taking the opportunity for careful text selection and intentional and intensive teaching of systems of strategic activity for proficient reading.</p> <p>In guided reading, teachers model the use of comprehension strategies, such as inferring, synthesizing, analyzing, and critiquing. Teachers provide an enriched curriculum by prompting readers to think and talk in these strategic ways. This kind of teaching is supported by research. The National Reading Panel has indicated that teaching a combination of reading comprehension techniques is highly effective in helping students recall information, generate questions, and summarize texts.</p> <p>INCREASE THE AMOUNT AND QUALITY OF LEARNING TIME</p> <p>Scholastic <i>Guided Reading Programs</i> use assessment results to differentiate instruction and place students in the most appropriate small groups. Students flexibly move from group to group throughout the year, as needed to gain skills. Small-group work provides students with more individualized attention and increased quality of learning.</p> <p>Schools can use Scholastic <i>Guided Reading Programs</i> for tutoring or after-school enrichment, increasing the amount of learning time. Guided reading provides an ideal setting for re-teaching or reinforcing comprehension strategies:</p> <ul style="list-style-type: none"> ▪ Teachers select texts that are within students’ ability to comprehend with problem-solving strategies. ▪ Teachers select a variety of genres and a variety of text structures within those genres. ▪ Teachers introduce the text to students in a way that provides background information and acquaints them with aspects of the text such as structure, content, vocabulary, and plot. This introduction does not involve reading the text to the students; rather, it is a conversation that assures deeper understanding. ▪ While students read, teachers may listen and intervene to prompt for and reinforce thinking. ▪ After reading, the teacher skillfully guides a discussion that may involve students’ talking about their inferences, predictions, synthesis of new learning, analysis of aspects of the writer’s craft, and critique. The teacher can probe for deeper thinking. ▪ Teachers can make specific teaching points that demonstrate comprehension strategies to students. ▪ Teachers might also invite students to write about their reading to extend thinking.

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<p>Address the needs of all students in the school, particularly the needs of low-achieving students and those at risk of not meeting the State student academic achievement standards</p>	<p>Based on forty years of irrefutable research that draws from cognitive science and linguistic principles, <i>Scholastic Guided Reading Programs</i> support all readers, including low-achieving students and those at risk of not meeting the State student academic achievement standards. The program provides:</p> <ul style="list-style-type: none"> ▪ Targeted skills instruction that scaffolds reading and guides students to become independent readers ▪ Appealing books and relevant text at just the right reading and interest levels ▪ High-interest topics in a variety of genres ▪ Multicultural themes and characters of different ethnic groups to be all inclusive ▪ A print-rich environment that helps disadvantaged students, who often do not have any books in their homes. <p>The guided reading process provides students with personalized support; students can see their progress recorded on the reading logs. Throughout the year, teachers use multiple assessment techniques and tools to assess students' progress so that instruction can be differentiated as needed.</p> <p><u>English-Language Learners</u></p> <p>Each of the <i>Scholastic Guided Reading Programs</i> comes equipped with title-related Teaching Cards, which contain an English Language Learners (ELL) Bridge lesson designed to scaffold instruction for ELLs. The lessons cover vocabulary and oral language development through a multimodal teaching approach, including pantomiming, visual props, photos, projects, etc.</p> <p>Additionally, Scholastic provides <i>Guided Reading en español</i> for Grades K-3, which helps develop the skills that ensure an effective transition for ELL students. <i>Guided Reading en español</i> matches students with books they can read independently in Spanish, and builds confidence they can carry into their English instruction. With hundreds of books and title-related lessons, guided reading strategies, easy-to-implement assessment tools, and implementation training, <i>Scholastic Guided Reading Programs</i> can effectively be used to increase reading achievement in special populations.</p> <p><u>Students In Special Education</u></p> <p><i>Scholastic Guided Reading Programs</i> use an instructional approach well designed for RTI and students with special needs.</p> <ul style="list-style-type: none"> ▪ Students read appropriately challenging, leveled books. ▪ Teachers provide scaffolding and differentiated small-group instruction. ▪ Lessons emphasize key reading skills and word problem-solving strategies. ▪ Teachers can designate more frequent or longer sessions for students who need more guidance and instruction. ▪ The programs provide ongoing assessment to modify instruction and allow flexible grouping.

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<p>High-quality and ongoing professional development for teachers and principals</p>	<p>Scholastic <i>Guided Reading Programs</i> include a range of support and learning to help teachers implement the programs. Extensive Teacher’s Guides feature up-to-date sections addressing academic standards, RTI, choosing texts and text complexity, using assessment tools to group students and differentiate instruction, the guided reading process, and more. The programs provide Teaching Cards that contain instructional suggestions for each title.</p> <p><u>Add-on Professional Learning (Recommended)</u></p> <p>To improve student achievement, districts need to have a clear vision for teaching and learning, a firm understanding of priorities, and a defined path to accomplish goals. Through <i>Scholastic Achievement Partners</i>® (SAP), professional learning is customized to meet the needs of each district and its staff. Scholastic Literacy Consultants bring years of classroom experience, advanced degrees in education, and a strong desire to help districts increase educator effectiveness. SAP services include the following:</p> <p><i>Guided Reading Foundational</i> Implementation Training, which provides participants with a common language, knowledge, and expectations around guided reading. Participants will have common understanding around leveled texts and common expectations around the elements of a basic guided reading lesson. In addition, participants will:</p> <ul style="list-style-type: none"> ▪ Define guided reading ▪ Explain the purpose of guided reading and why it should be used ▪ Understand leveled text ▪ Learn how to guide adjustments to instruction and monitor student progress for RTI ▪ Explain the before-, during-, and after-sections of a guided reading lesson <p><i>Guided Reading Follow-Up</i> Implementation Training, which provides participants with a plan to help them implement guided reading. The plan includes systems and routines, classroom management, the first twenty days, and literacy centers. Participants will know how to gather data (assess) about students so they are able to group students for guided reading sessions. Participants will also:</p> <ul style="list-style-type: none"> ▪ Identify five centers they will use and the materials they will need ▪ Create a guided reading rotation chart ▪ Craft a list of systems and routines to support classroom management ▪ Understand how to customize learning goals to individual students’ levels in RTI ▪ Evaluate a 20-day lesson plan for teaching centers, routines, and procedures <p style="text-align: right;">CONTINUED</p>

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<p>High-quality and ongoing professional development for teachers and principals, <i>Continued</i></p>	<p>In addition, Scholastic offers four professional learning face-to-face courses to help teachers use guided reading as a strategic instructional tool:</p> <p><u><i>ABCs of Guided Reading</i></u> focuses on the research of Drs. Fountas & Pinnell and how they implement guided reading. This course allows participants to:</p> <ul style="list-style-type: none"> ▪ Examine a guided reading lesson ▪ Learn how to form appropriate groups and choose appropriate texts for small-group instruction ▪ Gain a better understanding of how to assess students <p><u><i>Assessment and Guided Reading</i></u> focuses on strategies that support teachers in identifying and understanding student’s reading behaviors at each level. Participants will:</p> <ul style="list-style-type: none"> ▪ Interpret data to focus and drive instruction ▪ Implement prompting and design a consistent action plan that will support reading growth at each level ▪ Explore how to take specific data from a word-study analysis and create targeted word-study lessons ▪ Learn how to scaffold student comprehension ▪ Analyze comprehension data and create a guided lesson that’s literal, interpretive and evaluative <p><u><i>Digging Deeper With Guided Reading</i></u> provides opportunities for teachers to explore how to put the principles of guided reading into effective practice. This course allows participants to:</p> <ul style="list-style-type: none"> ▪ Experience hands-on activities and model lessons ▪ Learn how to organize, manage, and teach in small groups ▪ Understand how to use guided reading as a strategy to boost the reading skills and comprehension of each student <p><u><i>Managing the Guided Reading Classroom</i></u> focuses on strategies to organize and manage the guided reading classroom for optimal small-group instruction. This course allows participants to:</p> <ul style="list-style-type: none"> ▪ Set up the classroom, plan for the first 20 days of guided reading, and schedule groups ▪ Form and manage meaningful literacy centers, and implement authentic independent reading and writing activities ▪ Create an action plan to implement guided reading successfully <p>Newly published optional Scholastic <u><i>Guided Reading Toolkit</i></u> supports teachers using the guided reading method in English Language Arts Classrooms. The <u><i>Guided Reading Toolkit</i></u> provides:</p> <ul style="list-style-type: none"> ▪ Implementation Guide with critical strategies to use guided reading ▪ Flip Chart to easily organize classroom management, flexible grouping, and assessment ▪ Website with instructional videos modeling effective guided reading instruction ▪ Assessment strategies ▪ Resources for struggling readers and ELLs

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Components of a Title I Program	Scholastic <i>Guided Reading Programs</i>
<p>High-quality and ongoing professional development for teachers and principals, <i>Continued</i></p>	<p><u>Job-Embedded Instructional Coaching</u></p> <p>Results-oriented and holistic in approach, job-embedded instructional coaching supports teachers in meeting the needs of every student by building their skills in learner engagement, academic rigor, and real-world relevance. Coaches work with teachers during the regular school year.</p> <p>SAP offers a yearlong customized plan of in-classroom visits that provide teachers with in-person, individualized support and focused strategies for the classroom. Based upon the Teacher Self-Assessment Form, Scholastic Literacy Consultants work with teachers side-by-side in the classroom. SAP Consultants build relationships with teachers to support on-model implementation, classroom management, program monitoring, and data-driven instruction.</p>
<p>Involve parents in the planning, review, and improvement of the school-wide program plan</p>	<p>Each of the five book-based Scholastic <i>Guided Reading Programs</i> provides a Home-School Letter in English and Spanish. This letter explains the program and also provides families with tips on helping their child before, during, and after reading books at home. Books on a student’s guided reading level can be sent home with the students for independent reading practice and for reinforcement of skills and strategies. Additionally, students can take the reproducible Genre Bookmarks, available in English and Spanish, home to use with any book they are reading.</p>
<p>Coordination and integration of Federal, State, and local services and programs</p>	<p>Scholastic <i>Guided Reading Programs</i> can be integrated with funds from state, local, private, and other sources. The federal funding programs for which it qualifies include:</p> <ul style="list-style-type: none"> ▪ Title I, Part A – Improving Basic Programs ▪ Title I – School Improvement Grants (SIG) ▪ Title I – Supplemental Education Services (SES) ▪ Title III – English Language Acquisition ▪ 21st Century Community Learning Centers (21CCLC) ▪ IDEA, Part B ▪ Striving Readers ▪ Race to the Top-District (RTT-D)