

## GUIDED READING IMPLEMENTATION CHECKLIST

Teacher: \_\_\_\_\_

School: \_\_\_\_\_

FOCUS	In Progress	YES	NO	What's Your Evidence?
<b>Classroom Management:</b> <ul style="list-style-type: none"> <li>• Rules in place</li> <li>• Establish/practice routines</li> <li>• Students know what to do <i>and</i> do it (problem solving; where to get help)</li> </ul>				
<b>Classroom Environment:</b> <ul style="list-style-type: none"> <li>• Space arranged so students can work successfully &amp; independently</li> <li>• Print rich classroom</li> <li>• Whole group, small group, partner &amp; independent work areas</li> <li>• Stocked with variety of materials</li> <li>• Easily accessible</li> <li>• Designated guided reading area</li> </ul>				
<b>Centers/ Work Stations:</b> <ul style="list-style-type: none"> <li>• Rules and procedures in place (use, care, storage of materials)</li> <li>• Provided guided practice of the activities in the centers</li> <li>• What does it look like during centers? What does it sound like during centers?</li> <li>• Authentic literacy activities</li> <li>• Multiple tasks/activities are available</li> <li>• Tasks are differentiated based on needs &amp; interests</li> <li>• Check in with students after centers: What worked? What was challenging? What needs to be changed?</li> </ul>				
<b>Flexible Grouping:</b> <ul style="list-style-type: none"> <li>• Use data (teacher observation, anecdotal records, running records, assessments, inventories) to create groups of students with similar needs</li> <li>• Groups consist of 4-6 students</li> <li>• Limit struggling readers to groups of 3 or less</li> <li>• Groups are subject to change based on student needs</li> <li>• Try and meet at-risk students daily</li> </ul>				
<b>Instructional Focus:</b> <ul style="list-style-type: none"> <li>• What strategy or skill are you teaching? (word study, phonics, sight words, structure, fluency, comprehension...)</li> <li>• Select the leveled text</li> <li>• Preview text and identify tricky parts</li> <li>• Identify the reading behaviors</li> </ul>				
<b>Before Reading, the Teacher: (5 minutes)</b> <ul style="list-style-type: none"> <li>• Introduces the book</li> </ul>				

<ul style="list-style-type: none"> <li>• Links to prior knowledge (builds background)</li> <li>• Names the focus (strategy or skill)</li> <li>• Builds anticipation (picture walk, predictions)</li> <li>• Sets a purpose for reading</li> </ul>				
<b>During Reading: (10 minutes)</b> <ul style="list-style-type: none"> <li>• Students whisper read</li> <li>• Teacher observes student reading behaviors, supports individual students as they read and takes notes for future lesson planning</li> </ul>				
<b>After Reading, the Teacher: (5 minutes)</b> <ul style="list-style-type: none"> <li>• facilitates a discussion of the text to assess student understanding/comprehension</li> <li>• Revisits /rereads parts of the text</li> <li>• explores concepts, vocabulary and text features</li> <li>• Summarizes learning and focus</li> <li>• Gives directions for next steps</li> </ul>				
<b>Response to Text:</b> <ul style="list-style-type: none"> <li>• Optional extension activity (writing, reading...)</li> </ul>				
<b>Assessment:</b> <ul style="list-style-type: none"> <li>• Ongoing, informs instruction</li> <li>• Observation, notes, records</li> </ul>				
<b>Assessment Tools:</b> <ul style="list-style-type: none"> <li>• Alphabet recognition</li> <li>• High frequency word tests</li> <li>• Concepts of print inventories</li> <li>• Writing vocabulary inventory</li> <li>• Benchmark books</li> <li>• Running records</li> <li>• Comprehension</li> <li>• Oral retell</li> <li>• Oral fluency</li> <li>• Anecdotal records</li> <li>• Reader notebooks</li> <li>• Work product (writing sample)</li> </ul>				
<b>Managing Assessment Data:</b> <ul style="list-style-type: none"> <li>• File Folder (create guided reading folders for each student to store baseline &amp; subsequent data, running records, notes)</li> <li>• Data Binder</li> <li>• Excel Spreadsheet</li> </ul>				
<b>Materials &amp; Resources:</b> <ul style="list-style-type: none"> <li>• Multiple copies of the leveled text</li> <li>• Clip board, recording sheets for note taking</li> <li>• Running record forms/benchmark books, magnetic board, letters, word cards, sentence strips, markers, highlighters, post-it notes</li> <li>• Centers management/ rotation chart</li> <li>• Books at students' <u>independent</u> reading level</li> </ul>				