

Balanced Literacy Matrix

Guided Reading: Intermediate Grades

Description: A daily practice for 15 to 20 minutes, guided reading is small group instruction grouped according to their instructional reading level and/or comprehension level. Key Elements of Guided Reading are:

- Groups are flexible; lessons are focused and determined by student needs
- The teacher introduces the text, activating students' prior knowledge (front loading or book talk); students then read the text
- A variety of reading scenarios may be used (teacher modeling-students practicing, partner reading, reading aloud, silent reading)
- The teacher is constantly observing and listening to student behaviors and understanding of text then adjusting instruction to guide their reading.
- Guided reading may include an extension activity that can include but is not limited to the following: inquiry studies, writing activities, graphic organizers.

Directions: Mark the characteristics within each category that most clearly describes your teaching at this time.

Materials: My goal is to have all necessary materials organized and accessible for use during the lesson.			
<input type="checkbox"/> I know where to collect guided reading books and know of a system of how to organize them. I am just learning about how to keep records of reading behaviors and how to prepare extension activities.	<input type="checkbox"/> The books I have collected are minimal and not adequate for the needs of my class. I have some other materials but they are not yet organized. I know about record keeping and extension activities but am not yet using them.	<input type="checkbox"/> I have access to leveled sets of books and I am using them. I have organized the guided reading books by level in my classroom. I have an easel, white boards, paper, markers, etc. ready for use. I am beginning to keep records.	<input type="checkbox"/> I have access to a well-organized and tested collection of books. I have an area for guided reading with all necessary materials for instruction. My students know how to respond during extension activities. I have a well organized, usable record keeping system.
Classroom Management/Student Engagement: My goal is to form small groups of students who are similar in their development of a reading process and read the same level of text so that I can teach them in guided reading; I also can identify particular needs and interests for focused guided reading groups.			
<input type="checkbox"/> I am just beginning to observe students' reading behaviors and to think about forming groups based on levels of text; I have not identified any other way of grouping students. Usually I teach the whole class.	<input type="checkbox"/> I have formed and met with some needs/interest-based groups when I noticed something that students need to learn. I know how to apply some assessment measures and have tentatively formed some level-based groups.	<input type="checkbox"/> I continue to meet with some needs/interest-based groups during the independent reading block. I have established level-based groups and am keeping regular records of reading behaviors; I meet with at least one group each day. I have not yet adjusted my grouping by assessing students.	<input type="checkbox"/> I use both level-based and needs/interest-based grouping to meet my students' needs. My groups are formed and reformed on the basis of systematic observation. I regularly meet with groups during independent reading. Every student in my class is served in small group instruction.

Assessing Student Progress: My goal is to assess students in guided reading using different tools of assessment (observation, running records,

anecdotal records, and/or rubrics) to guide my instruction.

<input type="checkbox"/> I am just learning how to assess students, how to keep records of reading behaviors and strategies (observation, running records, anecdotal records, and/or rubrics).	<input type="checkbox"/> I have started to assess students but not sure what I am looking for and what to make of the data I am collecting. I have started taking running records, anecdotal records, observing, and/or using rubrics but I am not consistent.	<input type="checkbox"/> I am assessing students but not always sure to use the data to guide my small group instruction. I am taking running records, anecdotal records, observing and/or using rubrics consistently.	<input type="checkbox"/> I am able to use different assessment tools to guide my small group instruction. I have an effective system of keeping running records, anecdotal records, and/or using rubrics.
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Lesson Routines: My goal is to provide a fast-paced, lively, engaging lesson with all components working together effectively.

<input type="checkbox"/> I have not yet implemented any of the components of a guided reading lesson.	<input type="checkbox"/> I have begun to introduce texts to students and ask them to read them. I am just learning about guided reading procedures.	<input type="checkbox"/> I can introduce texts and have a focus to my talk. When I implement the components of the lesson, my lessons seem to be too short or too long.	<input type="checkbox"/> My lesson is well timed, smoothly managed and includes an introduction, an instructional focus, deep discussions and the revisiting of text.
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Instructional Focus: My goal is to teach intensively during each part of the guided reading lesson in order to expand my student's ability to interact with the text's surface structures (being able to decode words using grapho-phonetic, lexical, and syntactic cues; fluent oral and silent reading) and deep structures (using semantic, schematic, and pragmatics knowledge of the language to understand text and using cognitive strategies to understand text).

<input type="checkbox"/> I am just beginning to understand what surface structures and deep structures are. I still do not know how this information will guide my instruction. I am concerned that my teaching points are not what my students need.	<input type="checkbox"/> I am beginning to observe what my students need during the lesson and am able to make some good teaching points. I need to work on using assessments on surface and deep structures to drive my instruction.	<input type="checkbox"/> I am observing students' reading behaviors continuously and have powerful teaching points to bring to their attention. I am very aware of teaching surface and deep structure strategies to help students become proficient readers.	<input type="checkbox"/> My decisions and interactions are well-timed and powerful. My teaching points make students aware of what surface and deep structure strategies they need to apply to their reading. My assessments show evidence that students are applying the strategies taught consistently.
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