

## Balanced Literacy Matrix Primary Guided Reading

**Description:** Guided Reading is a context in which the teacher supports each reader’s development of effective strategies for processing novel texts at increasingly challenging levels of difficulty. Key Elements of Primary Guided Reading are:

- The teacher works daily with small groups of students (four to six) who use similar reading processes and are able to read similar levels of text.
- The teacher introduces the text, activating students' prior knowledge. The students then read the text with teacher support.
- As appropriate, the lesson may include an extension and letter/word study.
- The ultimate goal in G.R. is to help students learn how to use independent reading strategies “on the run” successfully.
- G.R. also involves ongoing observation and assessment that informs the teacher’s interactions with individuals in the group and helps the teacher select appropriate teaching points for the student(s).

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

<b>Materials:</b> My goal is to have all the necessary materials organized and accessible to use during the lesson- particularly the leveled set of books, multiple copies.			
<input type="checkbox"/> My books and other materials are at a beginning point in terms of acquisition and organization.	<input type="checkbox"/> I have enough books to practice my teaching but I have not constructed a leveled set for each group. I have other materials but they are not yet organized in the guided reading area.	<input type="checkbox"/> I have a leveled set of books for each group. I have an easel, white board(s), paper, markers, etc. ready for use. I am just beginning to keep records.	<input type="checkbox"/> A leveled, well-organized, and tested collection of books exists and is ready to use with each guided reading group. I have an area for guided reading with an easel, white board(s), paper, markers, and other materials. I have a well-organized, usable record keeping system.
<b>Classroom Management/Student Engagement:</b> My goal is to engage the other students in independent activities that are related to reading and writing so that I can work without interruption with small groups for 60 minutes.			
<input type="checkbox"/> I have not yet established a work board and literacy centers/stations for use during reading time. Many students need a great deal of attention in order to work independently.	<input type="checkbox"/> I have established some literacy centers/stations but I am just beginning to teach students to use them. It is difficult to work with a small group. I do not have a work board set up yet.	<input type="checkbox"/> I have established many literacy centers/stations. Students can work in them independently. I have not yet organized a guided reading time with a work board.	<input type="checkbox"/> My classroom is well managed with a work board and a variety of appropriate activities in literacy centers/stations. Almost all students work independently and I can work with a small group without interruption.

**Assessing Student Progress:** My goal is to form small groups of students who are similar in their development of strategies and in the level of text they can read and to regroup these students through ongoing assessment.

I am just beginning to group children and not sure what measures to use. I usually teach the whole group. I do not know how to use running records to guide my instruction.

I have formed and met with some groups in guided reading and I am beginning to observe them more closely. I know how to take running records but not how to use them to guide instruction and to group and regroup.

I have established several groups for reading. I meet with at least 2 groups a day. I take regular running records and try to interpret the results. I have not yet worked on grouping and regrouping students.

My guided reading groups are formed and reformed on the basis of systematic observation by using running records and other forms of assessment. Every student in my class is served in small group instruction.

**Lesson Routines:** My goal is to provide a fast-paced, lively, engaging lesson with all the components working together effectively.

I have not yet implemented any of the components of guided reading lessons.

I have begun to introduce texts to students and to ask them to read it. I am just learning about the procedures for guided reading lessons.

I can introduce texts to students and provide some other components, but my lessons do not provide all components and are sometimes too short and sometimes too long.

My lesson is well-timed, smoothly managed and includes an introduction, reading the text, discussing/ revisiting the text, and teaching for processing strategies. As appropriate, I include an extension and letter/word study component.

**Instructional Focus:** My goal is to teach intensively in every part of the guided reading lesson in order to expand my students' ability to use background knowledge, solve words, check on their reading, think beyond a text, maintain phrased, fluent reading, and maintain meaning.

I am just beginning to understand processing strategies and I am not sure how to make teaching decisions. I am concerned that my teaching points do not connect with what students know.

I am making some good teaching points and I am observing shifts in students reading, but my teaching is uneven. I need to work on decision making and on using running records to support my teaching.

I observe students' reading behavior continuously and am able to find examples and powerful teaching points to bring to their attention. I am observing the impact on my book introduction, interactions during the first reading, and teaching after the reading. I am taking running records on a daily basis.

My decisions and interactions are well-timed and powerful in illustrating processing strategies for students. My decisions allow students to use what they know to process a text. I am aware of and teach for a wide range of processing strategies. My running records show evidence that students are taking on these strategies for themselves.