

Scholastic **Guided Reading Programs**

Align to Title I, Section 1003(g)
SCHOOL IMPROVEMENT GRANTS



School Improvement Grants (SIG) are intended to help Title I schools, identified for improvement, corrective action, or restructure, implement reform strategies, specifically the four intervention models—Turnaround, Restart, School Closure, or Transformation Model. Within the Turnaround and Transformation Models, districts and schools are required to implement a series of required activities, as well as other optional elements. The chart below shows how *Scholastic Guided Reading Programs* can support School Improvement, specifically for Turnaround and Transformation Models. The criteria are drawn from the Federal Title I, Section 1003(g) Guidance posted at: <http://www2.ed.gov/programs/sif/legislation.html>.



SIG Requirements	<i>Scholastic Guided Reading Programs</i>
Implement an instructional program that is research-based	<p><i>Scholastic Guided Reading Programs</i>, for Grades K-6, help unlock all students’ reading potential through small-group instruction, guided reading techniques, leveled authentic literature, ongoing assessment, and a gradual release model. Students become strategic and independent readers who love to read as they practice comprehension skills, analyze new vocabulary, and consider new ideas.</p> <p>This SIG Alignment Guide features four research-based <i>Scholastic Guided Reading Programs</i>, with no titles overlapping between programs. The authentic literature was all leveled using the A-Z leveling system developed by guided reading experts Dr. Irene C. Fountas and Dr. Gay Su Pinnell. All programs contain multiple assessment tools.</p> <p><u><i>Scholastic Guided Reading Nonfiction Focus, 2nd Edition</i></u></p> <ul style="list-style-type: none"> ▪ Contains 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 Common Core State 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><i>Scholastic Guided Reading Fiction Focus, 2nd Edition</i></u></p> <ul style="list-style-type: none"> ▪ Contains 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, Genre descriptions, and Literature discussion groups ▪ Supplies Teaching Cards with instructional suggestions for each title

CONTINUED

SIG Requirements	Scholastic Guided Reading Programs
<p>Implement an instructional program that is research-based, <i>Continued</i></p>	<p><u>Scholastic Guided Reading Text Types</u></p> <ul style="list-style-type: none"> ▪ Contains trade books in a wide variety of text types, including play, graphic novel, informational text, picture book, chapter book, and poetry book ▪ Provides 176-page Teacher's Guide written by Drs. Fountas & Pinnell featuring sections addressing Response to Intervention, connections to everyday literacy, and NAEP-aligned procedural, expository, and persuasive writings ▪ Supplies Teaching Cards with instructional suggestions for each title <p><u>Scholastic Guided Reading Content Areas</u></p> <ul style="list-style-type: none"> ▪ Contains 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><u>Research Base</u></p> <p><i>Scholastic Guided Reading Programs</i> are based on reading research, including research on the five elements of reading instruction from the following studies:</p> <ul style="list-style-type: none"> ▪ National Institute of Child Health and Human Development. <i>Report of the National Reading Panel: Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction</i> (2001) ▪ Armbruster, B. B., Lehr, F., & Osborn, J. <i>Put Reading First: The Research Building Blocks for Teaching Children to Read, Kindergarten through Grade 3</i> (2001) ▪ Guthrie, John T.; Wigfield, Allan; Barbosa, Pedro, et al., “Increasing Reading Comprehension and Engagement Through Concept-Oriented Reading Instruction” <i>Journal of Education Psychology</i> (2004) ▪ Pikulsky, J. J. <i>Factors Common to Successful Early Intervention Programs</i>. (1997) ▪ Pinnell, G. S., & Fountas, I. C. <i>When Readers Struggle: Teaching That Works</i> (2008) <p>A strong pattern of rising scores has been found in schools where daily guided reading has been combined with phonics and word study mini-lessons and daily writing workshops. For further information, please see:</p> <ul style="list-style-type: none"> ▪ Williams, Jane. The power of data utilization in bringing about systemic school change. <i>Mid-Western Educational Researcher</i>, 15, 4-10 (2002). ▪ Williams, E. J., Scharer, P., & Pinnell, G. S. <i>Literacy Collaborative 2002 Research Report</i>. Columbus, OH: The Ohio State University. (2000) ▪ Scharer, P., Williams, E. J., & Pinnell, G. S. <i>Literacy Collaborative 2001 Research Report</i>. Columbus, OH: The Ohio State University. (2001)


CONTINUED


SIG Requirements	Scholastic Guided Reading Programs
<p>Implement an instructional program that is research-based, <i>Continued</i></p>	<p>Using guided reading as an instructional approach is backed by research 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>All students benefit when teachers use the guided reading instructional model. These benefits include individualized instruction, the use of books at students’ reading levels, the opportunity to create and sustain meaning, the exposure to language that is context embedded, the structured format of the lesson, and the systematic evaluation of students’ progress (Avalos, Plasencia, Chavez & Rascon, 2007).</p> <p> For information on the research base of <i>Scholastic Guided Reading Programs</i>, please visit, http://teacher.scholastic.com/products/guidedreading/pdfs/GR_Research_Paper_2010.pdf</p>
<p>Implement an instructional program that is aligned with State academic standards</p>	<p><i>Scholastic Guided Reading Programs</i> align with State academic standards, including the Common Core State Standards, for Literature and Informational Text in the areas of reading, writing, speaking and listening, and language standards. In particular, the <i>Scholastic Guided Reading Programs</i>:</p> <ul style="list-style-type: none"> ▪ Build a staircase for increasing text complexity ▪ Progressively develop reading comprehension skills ▪ Answer high-quality, text-dependent questions and tasks ▪ Build academic and domain-specific vocabulary ▪ Emphasize extensive reading of nonfiction genres <p>Through the guided reading instructional approach, teachers gradually remove their instructional scaffolds and systematically guide students along a gradient of increasingly complex text. The goal is to move all students quickly and efficiently into complex, grade-level text and beyond using a gradual release model.</p> <p> For information about how <i>Scholastic Guided Reading Programs</i> correlate to CCSS please see: http://teacher.scholastic.com/products/guidedreading/ccss.htm</p>
<p>Integrate technology-based supports and interventions as part of the instructional program</p>	<p><i>Scholastic Guided Reading Programs</i> are primarily print-based. However, each title provides a Teaching Card that contains one or more vetted Internet websites addresses. Teachers and students can visit these sites for further information on the book’s topic.</p>

SIG Requirements	Scholastic Guided Reading Programs
<p>Use formative, interim, and summative assessments to inform and differentiate instruction</p>	<p><i>Scholastic 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"> ▪ Make observations of student behaviors, based on research by Drs. Fountas and Pinnell ▪ Match students to texts they can read with 90-94% accuracy ▪ Flexibly group students, based on assessment results ▪ Use Benchmark Books and Running Records to help determine whether a student should move to a different guided reading group ▪ Run a guided reading group <p> For more information on <i>Scholastic Guided Reading Programs</i>, please see: www.scholastic.com/guidedreading</p>
<p>Promote the continuous use of data in order to meet the diverse academic needs of individual students</p>	<p>Each Teacher’s Guide contains multiple progress monitoring, formative assessments that promote the continuous use of data to guide instruction and meet student needs. These include:</p> <ul style="list-style-type: none"> ▪ Behavioral observation assessments and guidelines for flexible grouping ▪ Steps for using and analyzing Running Records, which capture miscues in oral reading ▪ Running Record Forms for Benchmark Books (one per level) ▪ Guidelines for Retelling, a comprehension assessment ▪ Characteristics of Text Forms/Behaviors to Notice and Support (one per level) ▪ Reproducible Reading Logs <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> For more information on <i>Next Step Guided Reading Assessment</i>, please see: http://teacher.scholastic.com/products/next-step-guided-reading-assessment/program_overview.htm</p>
<p>Implement a school wide <i>Response to Intervention</i> model</p>	<p><i>Scholastic Guided Reading Programs</i> can be flexibly implemented as a complement to the core reading/language arts program, as a stand-alone supplemental curriculum, for RTI, tutoring, or for after-school enrichment. The program can be used in small groups and for independent re-reading. Session length and frequency can be customized to meet students’ needs, with extra time being set aside for students who need more guidance and instruction. Each Teaching Guide contains a Skills and Strategies Chart, which allows teachers to choose lessons and books that most meet the needs of students at a particular time.</p>

SIG Requirements	Scholastic Guided Reading Programs
<p>Implement effective strategies to ensure that students with disabilities and LEP students acquire language skills to master academic content</p>	<p><i>Scholastic Guided Reading Programs</i> use an instructional approach well-designed for special populations of students.</p> <p><u>Students with disabilities</u></p> <p>Guided reading strategies provide ideal intervention for students who struggle to read, because students read appropriately challenging leveled books, and teachers provide scaffolding and differentiated small-group instruction. An emphasis on key reading skills and word problem-solving strategies is utilized; assessment is ongoing, and students are flexibly grouped.</p> <p>Researchers have found that using appropriately difficult texts – <i>books that are truly matched to each reader</i> – produced substantive reading growth (O’Connor, et al., 2002). Students need enormous quantities of successful reading to become independent, proficient readers (Allington, 2011; 2009; 2006; Worthy & Roser, 2010; Gallagher, 2009; Miller, 2009). Allington defines <i>successful reading</i> as “reading experiences in which students perform with a high level of accuracy, fluency, and comprehension....It is the high-accuracy, fluent, and easily comprehended reading that provides the opportunities to integrate complex skills and strategies into an automatic, independent reading process” (2011; 2009).</p> <p><u>Limited English proficient students</u></p> <p>Title-related Teaching Cards contain an ELL or an ESL Bridge lesson designed to scaffold instruction for English language learners. The lessons cover vocabulary and oral language development through a multimodal teaching approach, including pantomiming, visual props, photos, projects, etc..</p> <p>LEP students need intensive and comprehensive oral English Language Development, particularly in academic English—the vocabulary, syntax, genres, and discourse that are essential for more abstract, formal, and demanding academic success. Content knowledge is essential for reading comprehension and general academic success (Goldenberg, 2011). Research shows that the most efficient and effective way to deliver both is through extensive reading and targeted instruction.</p> <p>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>Establishing schedules and strategies that provide increased learning time</p>	<p><i>Scholastic Guided Reading Programs</i> can be flexibly implemented as a complement to the core reading/language arts program, as a stand-alone supplemental curriculum, for RTI, for tutoring, or for after-school enrichment. The program can be used in small groups and for independent re-reading. 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.</p>
<p>Providing ongoing mechanisms for family and community engagement</p>	<p>Each of the four <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. Students can take the reproducible Genre Bookmarks, available in English and Spanish, home to use with any book they are reading.</p>

SIG Requirements	Scholastic Guided Reading Programs
<p>Provide staff with ongoing, high-quality job-embedded professional development that is aligned with the school's comprehensive instructional program</p>	<p>Scholastic provides on-site implementation training to support educators:</p> <p>Guided Reading Foundational Implementation Training 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>Guided Reading Follow-up Implementation Training 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 groups. 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>In addition, Scholastic offers four courses for teachers to use guided reading as a strategic instructional tool for small-group instruction to help readers process increasingly challenging texts independently and on grade level.</p> <p>ABCs of Guided Reading focuses on the research of Fountas & Pinnell, and how they define and 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>Assessment and Guided Reading 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 style="text-align: right;">CONTINUED</p>

SIG Requirements	Scholastic Guided Reading Programs
<p>Provide staff with ongoing, high-quality job-embedded professional development that is aligned with the school's comprehensive instructional program, <i>Continued</i></p>	<p>Digging Deeper With Guided Reading 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>Managing the Guided Reading Classroom 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>Scholastic Professional Learning is customized to meet the needs of the 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.</p> <p>Newly published <i>Scholastic Guided Reading Toolkit</i> supports teachers using the guided reading method in ELA Common Core Classrooms. The <i>Guided Reading Toolkit</i> provides:</p> <ul style="list-style-type: none"> ▪ Implementation Guide with critical strategies to use guided reading effectively ▪ Flip Chart to easily organize classroom management, flexible grouping, and assessment ▪ Website complete with instructional videos modeling effective guided reading instruction ▪ Assessment strategies ▪ Resources for struggling readers and ELL's <p> For more information on the <i>Scholastic Guided Reading Toolkit</i>, please see: http://teacher.scholastic.com/products/guidedreading/toolkit.htm</p>
<p>Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, and is having the intended impact on student achievement</p>	<p><u>In-Classroom Support & Coaching</u></p> <p>RECOMMENDED—At an additional cost</p> <p>Scholastic offers a yearlong customized plan of in-classroom visits that provides teachers with in-person, individualized support and focused strategies for the classroom. Based upon the Teacher Self-Assessment Form, Scholastic Consultants provide teachers with individualized support and focused strategies side-by-side in the classroom. Our consultants will build relationships with teachers to support on-model implementation, classroom management, program monitoring, and data-driven instruction.</p>

SIG Requirements	Scholastic Guided Reading Programs
<p>Develop and increase teacher and school leader effectiveness</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. The <i>Scholastic Achievement Partners</i> (SAP) team of proven leadership and instructional specialists can partner with school leaders to help develop and implement an actionable plan for school improvement. SAP provides districts and schools with focused support for strategic planning, on-site consulting, leadership coaching, instructional support culture, and governance support to help district leaders achieve school improvement goals. SAP services include the following:</p> <p><u>Comprehensive Needs Assessment</u>—During this data-driven planning process, SAP consultants work with school leadership teams to identify the strengths and challenges of a district or school. Working together, goals are established, and measurements to assess implementation are defined. The Needs Assessment includes interviews, focus group discussions, presentations, and a final report.</p> <p><u>Data Analysis Reporting (DAR)</u>—The Data Analysis Report (DAR) is a longitudinal report that provides an in-depth review of a school or district’s performance measures over the course of the past three years. The data profile provides quantitative evidence of student academic data, demographic information, college readiness indicators, and school characteristics to help identify strengths and areas of need and serves as a starting point for comprehensive school improvement.</p> <p><u>Leadership Institute</u>—SAP can tailor an intensive Leadership Institute that quickly and effectively builds the leadership density of the academic team. Ideal for districts with new leadership or within a district under rapid change, these institutes are delivered over consecutive days and typically held during the summer of scheduled in-service days. The topics are customized to meet the specific needs of the leadership team.</p> <p><u>Foundations of Organizational Leadership</u>—These one-day courses focus on building leadership capacity. Topics include Establishing Structures, Communicating a Shared Vision, Creating a Culture of High Academic Expectations, Using System wide Data, Leading Change, Developing and Implementing Rigor and Relevance, as well as Leading Professional Dialogue.</p> <p><u>Foundations of Effective Instruction</u>—These one-day courses focus on building and sustaining teacher effectiveness. Topics include Creating a Rigorous and Relevant Learning Environment, Applying Rigorous and Relevant Instructional Strategies, Using Data to Inform Instruction, and Collaborating for Continuous Professional Learning.</p> <p><u>Leadership Coaching</u>—Highly customized, on-site support with an executive coach helps build leadership capacity through side-by-side, collaborative sessions that guide and support leaders.</p> <p><u>Job-Embedded Instructional Coaching</u>—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 day in their classrooms and during planning periods to raise student achievement.</p> <p> For additional information regarding SAP services, please see: http://teacher.scholastic.com/products/scholastic-achievement-partners/#/our-services-section.</p>