

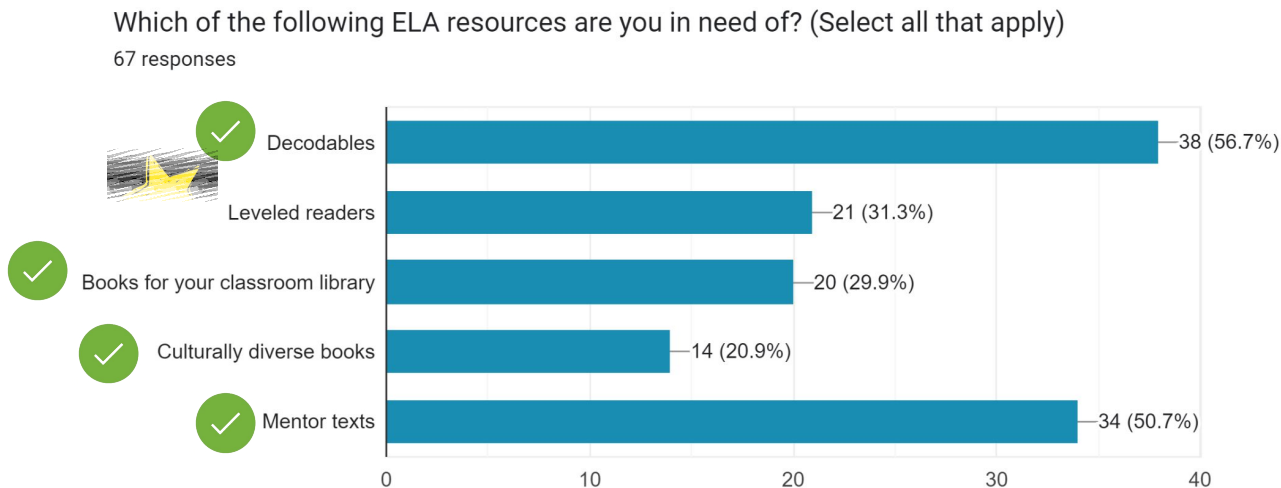
Guided Reading Resources



Education Committee Meeting
June 12, 2025

Needs Assessment

- To promote consistency among grade level classrooms across the district, in January 2024, elementary teachers completed an ELA Book Survey.
- Data was used to determine resources teachers currently use and what their needs were.



Why Do We Need Guided Reading Resources?

Teachers benefit from using a guided reading program because it provides a structured and intentional way to support students' reading development at their instructional level.

- **Differentiation:** It allows teachers to group students by similar reading abilities and tailor instruction to their specific needs—whether they need decoding strategies, fluency practice, or deeper comprehension support.
- **Targeted Instruction:** Teachers can focus on a particular skill, strategy, or standard in a small-group setting, which is more effective than whole-group instruction for addressing gaps or extending learning.
- **Formative Assessment:** Guided reading sessions offer immediate feedback and informal assessment opportunities, helping teachers adjust instruction in real time.
- **Scaffolded Support:** Students receive just the right amount of support as they read increasingly complex texts, helping them grow toward independence.
- **Engagement:** Small group settings often lead to higher engagement, as students get more interaction with both the teacher and the text.
- **Equity:** It ensures all students, including struggling readers and English learners, receive the instruction they need to grow as readers.

Why Do We Need Guided Reading Resources?

“Specifically, students with strong word recognition skills, including phonemic awareness, decoding, and sight recognition, may still struggle with reading comprehension if they lack the necessary language comprehension abilities to extract and interpret meaning from text.

Conversely, students with strong language comprehension abilities may also struggle with reading comprehension if they lack the word recognition skills necessary to read printed text with accuracy and fluency. **Both skill areas are essential for developing fluent reading skills that support comprehension—the ability to effectively construct and interpret meaning from text** (Catts, Adlof, & Weismer, 2006).” {The New Jersey Literacy Framework}

What To Look For in a Guided Reading Resource ?

- Alignment to Standards
- Differentiation & Student Support
- Assessment & Progress Monitoring
- Instructional Resources & Teacher Support
- Text Quality & Diversity
- Fiction & Nonfiction Variety

Guided Reading: Teacher Focus Group

- Focus Group consisted of: program supervisors, building administrators, general education teachers K-5, ESL/bilingual teachers, special education teachers: in-class support, self-contained, pull-out resource
- Two companies were invited to provide an overview of their resources.
 - Scholastic Guided Reading
 - Fountas and Pinnell Guided Reading
- Each company provided an approximate 45-60 presentation to our focus group.
- Using the rubric, participants discussed and rated each resource
- Engaged in small group and whole group collaborative discussions
- Reached consensus

The Winner: *Fountas & Pinnell*

The Guided Reading Collection is designed for educators who aim to:

- Develop and enhance students' reading skills through a cohesive, systematic, and manageable approach
- Deliver targeted instruction tailored to each student's unique needs
- Engage readers with meaningful, relatable texts that foster a lifelong love of reading
- Expand students' worldviews through literature that introduces new places and diverse experiences



What's Included?

Grade K Collection: 200 Titles, 6 copies of each, **Levels A-H**

Grade 1 Collection: 200 Titles, 6 copies of each, **Levels A-M**

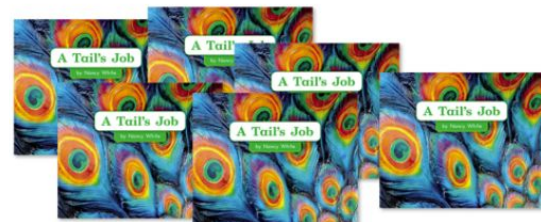
Grade 2 Collection: 200 Titles, 6 copies of each, **Levels E-P**

Grade 3 Collection: 200 Titles, 6 copies of each, **Levels I-S**

Grade 4 Collection: 180 Titles, 6 copies of each, **Levels N-V**

Grade 5 Collection: 170 Titles, 6 copies of each, **Levels Q-Z**

- *200 Lesson Folders*
- *The Comprehensive Phonics, Spelling, and Word Study Guide*
- *1 Year Digital Subscription*



Focus Group Feedback

LOLLIPOPS

- ELL support in every section
- Warm up skill provided
- Built in support for teachers
- Analysis questions for oral reading
- Digital center activity
- Running records for every book
- Books are specific for grade level (book levels overlap, but not book titles)
- Write about reading connection
- Digital activities reinforce lesson

LEMONS

- Not “true” books
- Not organized by skill*

Flying Carpet Ride

by Casie Hermansson
illustrated by Yaniv Shimony

Grade/Level: 2/K

Genre/Subgenre: Fiction / Fantasy

Total Running Words: 604

How the Book Works:

This fantasy features a third-person narrator and a flying carpet as the main character. The book includes chapter headings. The small flying carpet longs to soar, but its owner wants only calm, safe rides. With the help of the dreaded cat, the carpet gets its wish.



Inside a Flying Carpet Shop

A girl named Priya walked into a carpet shop. The carpets began to whisper. Was she going to buy one of them?

"I'll take that small one," said the girl.

"Miss, that one is trouble," said the shopkeeper. "An older lady owned it. The carpet flew so fast, the lady fell off, into a lake."

Whiskers



by Alice B. McGinty

Whiskers By McGinty, Alice B.

Grade/Level 3/N

Genre/Subgenre Nonfiction / Expository

Total Running Words 604

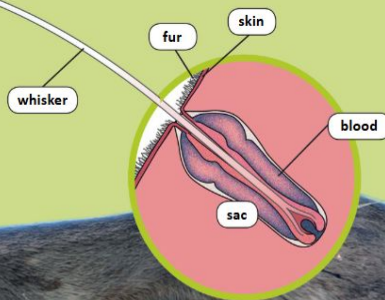
How the Book Works

This expository nonfiction book presents information through text, a diagram, and photographs about how mammals use their whiskers. The text features a table of contents, glossary, box copy, captions, and labels to make new information accessible.

What Are Whiskers?

Whiskers are special hairs that let animals feel what's around them. Like other hair, they are made of dead skin cells. Whiskers, however, are thicker and stiffer than human hair.

Whiskers are also different beneath the skin. Each whisker grows from a small sac under the skin. There is blood in the sac. When the whisker bends, it moves the blood in the sac. When the blood moves, the animal senses a movement.



A Whiskered Robot

Whiskers are so useful that people are putting them on robots. Recently, scientists created a whiskered robot named Shrewbot. Like the shrew, Shrewbot uses its whiskers to find its way around. It can sense objects and textures. Scientists think that one day whiskered robots will be able to help firefighters find their way through dark, smoke-filled buildings.



Shrewbot

Did You Know?

Scientists tested how important shrews' whiskers are for catching prey. In an experiment, they trimmed the whiskers of some shrews. Can you guess what happened? Until their whiskers grew back, those shrews caught less than half as many bugs.

Timeline

- Initial Program Feedback Meetings with Teachers: November 2023
- ELA Book Survey: January 2024
- Decodable and Guided Reading Research: March-May 2024
 - Administrator Focus Group: principal, special education supervisor, ELA 7-12 supervisor, ESL/Bilingual supervisor
- Scholastic Reading Pilot (Roosevelt): 2024-2025
- Solicit Teacher Feedback: Summer 2024 at PD Sessions
- Teacher Focus Group: April 30, 2025
- Ed Committee: June 2025
- Motion for Board of Education To Approve Usage and To Purchase Materials: June 2025
- Purchase Materials: June 2025
- Roll-Out Implementation: September through November 2025

Professional Development

Fountas & Pinnell Professional Support:

- Complimentary “Getting Started” Session
 - Provides overview of the resources & how to use them
 - Live, virtual 1 hr session
- Follow-Up Sessions
- Unpacking Videos
- Instructional Routine Tutorials
- Running Record Tutorials

District-Level Support:

- PLC meeting time dedicated to exploring materials
- Professional Development with a targeted focus on how to implement small group reading instruction using new materials, target comprehension and fluency skills, differentiation based on student data, and understanding when and how to effectively use decodable texts versus guided reading books to meet students' instructional needs.
- Ongoing coaching