



Guided Reading

Implementation Checklist

Data	Students are grouped based on their assessed reading levels (ISIP Lexile Levels)	
	Groups not larger than 6	
	Groups clearly posted in room	
	Match leveled readers to groups' lexile levels	
	Groups are adjusted every month using ISIP data	
Management	Student Expectations for independent work tasks introduced, practiced, reviewed as needed and posted	
	Evidence of daily 5 or similar management system in which students are authentically reading and writing	
	Tight transitions for moves in and out of groups with minimal time lost	
	Teacher scans the room for on task behavior	
Plan and deliver small group instruction	Each reading group lasts 15-20 minutes	
	Some evidence of preplanned questions as well as written or oral responses	
	Students are reading engaging and challenging text at their instructional level (informational and literary)	
	Students are spending the majority of the group time reading	
	Teachers are focusing their lesson on a specific reading behavior (use of prompting guide) using traditional guided reading structure(before, during, after reading)	
	Habits of discussion evident in small group lesson	
	Tier 1 students participate in Book Clubs/Literature Circles	
Responding to reading behavior	Review characteristics of various reading levels	
	As students are reading, teacher is: <ul style="list-style-type: none"> ● Listening to student reading ● Recording behaviors ● Supporting students individually during reading 	
	Teachers have reading binder with record of student reading behaviors	
	Progress is clearly tracked and monitored	