



My **Guided** **Reading** *Schedule*



I keep the colored guided reading group recording sheet (on the next page) in a plastic sleeve. I use a dry erase marker to write down the students in each reading group, which makes it very easy to keep the groups flexible. I write down each student's reading level next to the group name and then write down what that group's instructional reading level is.

At the end of the year, these were my groups:
Green Group: P; Red Group: M; Blue Group: Q; Purple Group: P; Orange Group T

Guided Reading Schedule!

Green Group	Adam Jenny Mark	Katie Julie Ben
Red Group	Chae Summer Lora	Bode Steve
Blue Group	Melissa Christy Gabby	Chris Becky
Purple Group	Marie Tony Max	Alex Lenny
Orange Group	Alexa Maggie Colin	Morgan Claire

Guided Reading **Schedule**

**Green
Group**

**Red
Group**

**Blue
Group**

**purple
Group**

**orange
Group**

Guided Reading Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
All Groups	Green group	Green group	Green group	Green group
	Blue group	Purple group	blue group	Red Group
	Red Group	Red Group	Red Group	orange group



1

2

3

4

5

6

Guided Reading Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
All Groups	Group One	Group One	Group One	Group One
	Group Two	Group Four	Group Two	Group Three
	Group Three	Group Three	Group Three	Group Five

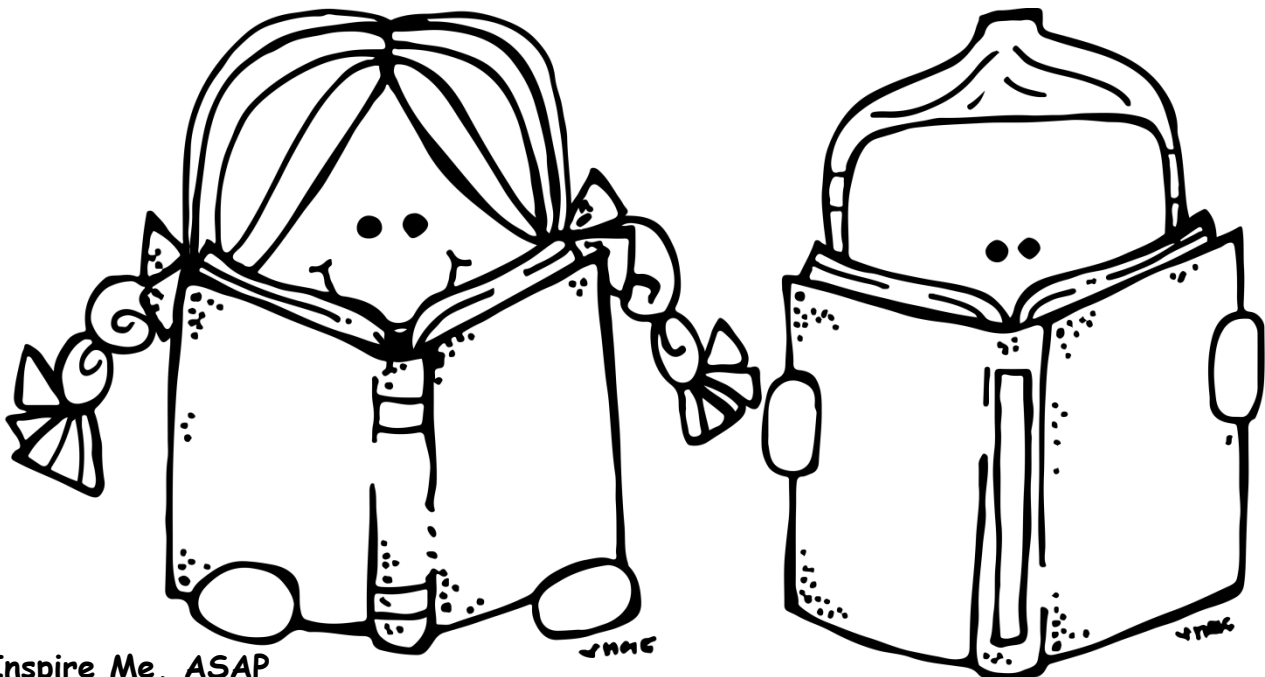


Guided Reading Schedule

I included a more flexible schedule for you to write your own groups for each day.

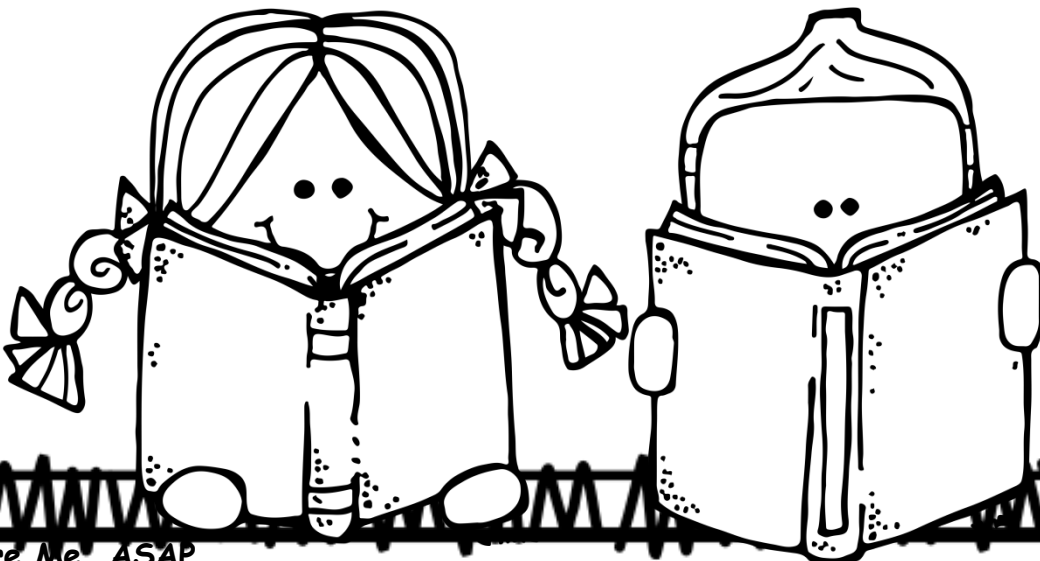
Guided Reading Schedule

Monday	Tuesday	Wednesday	Thursday	Friday



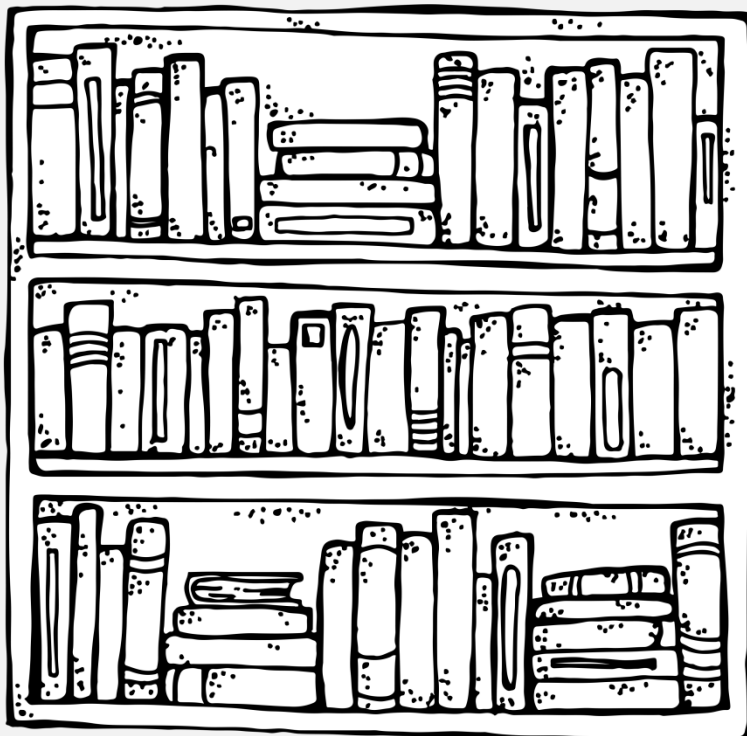
Guided Reading Schedule

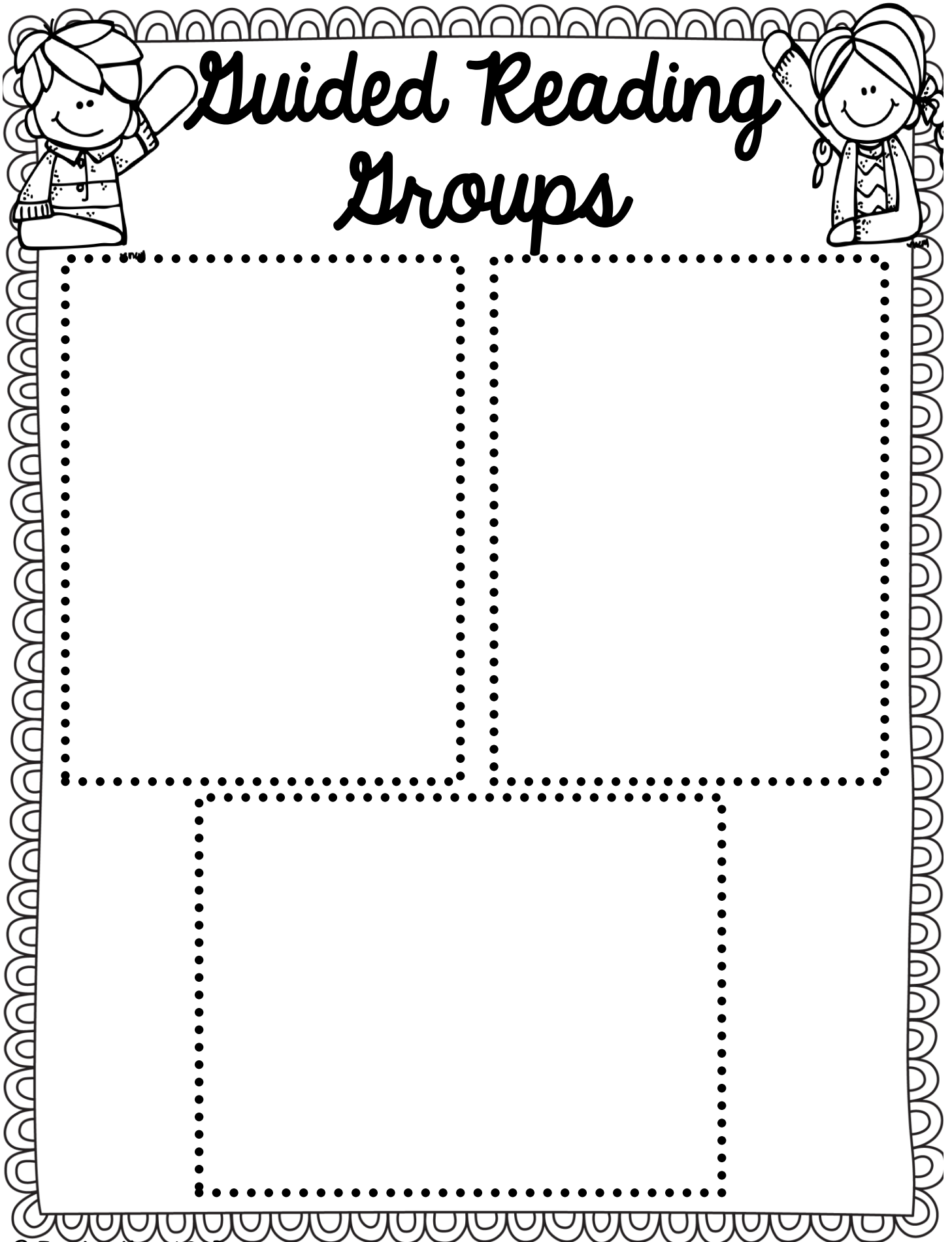
Monday	Tuesday	Wednesday	Thursday	Friday



Guided Reading Groups

I included several different templates for keeping records of your guided reading groups. You can use one sticky note for every guided reading group and write each student with their reading level on the sticky notes. Or, you can just photocopy the pages and write student names. I keep these throughout the school year to show how the groups are dynamic and flexible.





A 2x2 grid of squares, each formed by a dotted line. The grid is composed of four identical squares arranged in two rows and two columns. Each square is defined by a series of small black dots forming its perimeter. The dots are spaced evenly along the lines, creating a clear dotted outline for each square. The central area where the four squares meet is also defined by the intersection of the dotted lines.

Student Grouping

Date: _____





Reading Groups



**Date:**

Guided Reading Groups

group _____

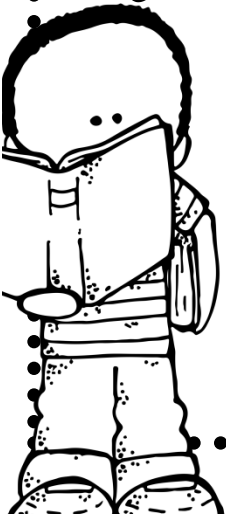
group _____

group _____

group _____

group _____

group _____



Flexible Grouping

1. The teacher needs to consistently group students who read at the same instructional reading level. The teacher needs to gradually increase the level of text difficulty through supportive instruction. If some readers of the group move faster or slower than the other group members, then the teacher will need to be proactive and change the makeup of the group.
2. The teacher can also meet with a group of students in a “needs-based” group. Students can be grouped together if they need additional help in specific areas of reading. Some examples include: specific comprehension strategy instruction, context cues, monitoring comprehension, retelling of the text, and asking the questions.



Grouping Based on Interests



Here is an example of how I group students based on their interests, versus an actual reading level. I don't know about you, but my third graders are obsessed with the "Who Was?" series! I ordered multiple copies using my Scholastic bonus points and also went to the library to check out every book that was available. I met with two groups of students who were really interested in these books. Each student had a different copy of the series. We discussed the organization of the text, including the text features, and summarized the legacy/life of the person they read about. We had powerful conversations about these heroes!

Strategy Based Student Grouping

-Teach students to use good reading fluency and phrasing.

Do you have a select group of students who are struggling to read fluently? Model what good reading fluency sounds like and have the students practice with a book that is at their instructional level. Even though each student might have a different book, you can still work with them in a small group.

-Teach students how to effectively fill out their literature group job sheets using details from the text to support their answer.

Even though the students have different jobs, you can still work with them in a small group. Teach the students how to support their ideas and answers by going back to the story. You can also show students how to quote the text.

-Teach students to read a variety of genres.

Do you have a group of students who love the Magic Tree House series or the Junie B. Jones series? Do you have a group of students who love to read science fiction? What about any book by a specific author? Group these students by their interest! You can start by choosing a level that is appropriate for even the lowest reader in that group, and then eventually have each group member choose a book of that genre at their level.

-Teach students how to read "in real life" situations.

Picture day, market day, field day...oh my! Introduce the school mail or even advertisements to a small group of students. Teach them how to analyze the content in that type of text.

-Teach students how to read and interpret tests.

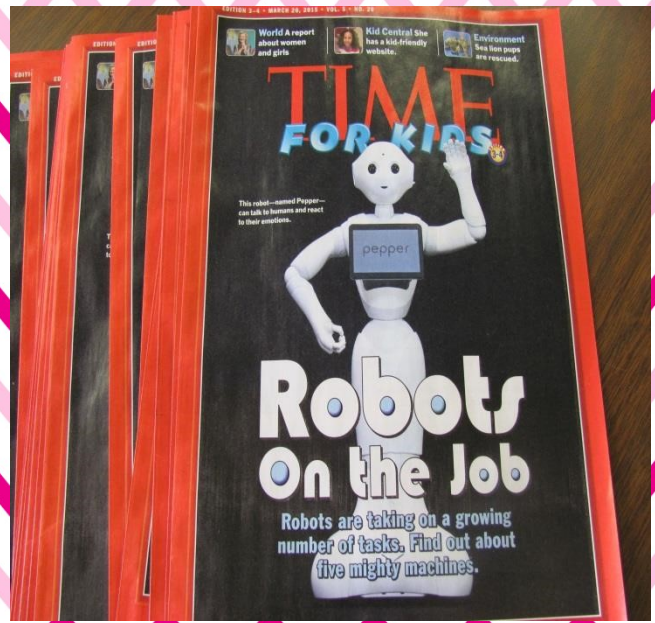
Teachers may think that students "know" how to read and take tests. Often, students would benefit from the teacher teaching test taking strategies that they will need for state or standardized testing. Consider teaching students how to use the text to support your answers or using non-fiction text features to help you find the answer.

-Teach students how to closely read textbooks.

Did you ever notice how the science and social studies texts seem challenging for some of your students? Meet with a group of readers who are having trouble decoding words/monitoring their comprehension for a content area textbook. These textbooks also make a great opportunity to teach the different text features.

-Teach your students that reading is thinking!! (Think about your reading when you are reading!)

You can teach this skill to any student at any reading level- good readers are constantly monitoring their reading and thinking about what they are reading.



An example of how students can be grouped according to their interest in particular genre, author, or series.