



Professional Development Institute

Flex Course Syllabus

Guided Reading 101 (K-5)

PDI Course Number: 112T02

UCSD Course Number: EDUC40264

If you would like information about receiving post-baccalaureate (graduate) credit for completing this course, [please click here](#).

Course Timeline

Participants have one year to complete the course. Participants must spend a minimum of three weeks in this course.

Course Description

Is the push for individualized differentiated instruction making it difficult for you to address the various learning needs and ability levels of your students during your reading block? Perhaps you feel frustrated because “teaching in the middle” seems to alienate a whole spectrum of learners? Guided reading is a way in which teachers can guide their students throughout the entire reading process, in a targeted and personalized manner. This online course is designed for teachers who wish to explore the guided reading strategy in detail. Teachers will be introduced to the basic framework of guided reading and will learn a variety of strategies to meet all their students’ needs in the “building block” areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension. Teachers will learn about the importance of using data to find their students’ reading levels and how to determine the readability of leveled text so that students can be appropriately “matched” to high-interest books. The course takes teachers through the entire process of guided reading, including introducing the text, reading the text, discussing the text, teaching the focus mini-lesson, incorporating word work, and responding to reading by writing. Additional topics include how to organize a shared guided reading library, how to incorporate writing into the guided reading framework, how to further differentiate guided reading instruction for English language learners, and how to extend guided reading beyond the

classroom. By the end of this course, teachers will feel more confident in implementing this best practice into their teaching repertoire.

Educational Outcomes

1. Teachers will learn about the various components of the guided reading framework.
2. Teachers will understand how guided reading fits seamlessly into the gradual release of responsibility model so that students become responsible and capable readers.
3. Teachers will learn how to target their teaching using instructional-leveled texts.
4. Teachers will learn about the various benefits of guided reading.
5. Teachers will learn about the characteristics of leveled texts and how to properly match their students to their reading levels.
6. Teachers will learn how to use data-driven instruction to match students with high-interest leveled texts.
7. Teachers will learn how each guided reading lesson follows a particular “flow” so that the lesson stays on target.
8. Teachers will learn a variety of different before, during, and after reading activities that support and enhance the guided reading process.
9. Teachers will learn about the five building blocks of effective reading instruction, and will learn strategies to address same.
10. Teachers will learn how the elements of fiction, nonfiction, and language all come together to enhance students’ comprehension.
11. Teachers will learn strategies for fitting the guided reading process into a 90-minute reading block.
12. Teachers will learn how to organize their classrooms in order to better support the guided reading process.
13. Teachers will learn how to organize a shared guided reading library, including procedures for organizing and keeping track of leveled texts.
14. Teachers will explore a variety of strategies surrounding how to incorporate writing into the guided reading framework.
15. Teachers will learn how to further differentiate their guided reading instruction in order to accommodate the special learning needs of their English language learners.
16. Teachers will explore ways in which to extend the process of guided reading beyond their classroom walls.

Instructional Media

- Online Discussions
- Online Engagement
- Online Collaboration
- Instructor Feedback
- Instructor Interaction
- Online Resources and Websites
- Supplemental Instructional Materials
- Printable Classroom Resources

Evaluation

- Test #1 (5% of final grade)
- Test #2 (5% of final grade)
- Test #3 (5% of final grade)
- Test #4 (5% of final grade)
- Test #5 (5% of final grade)
- Autobiography and Goals for the Course (10% of final grade)
- Article/Video Reflection (15% of final grade)
- Course Collaboration/Share Ideas with the Class (10% of final grade)
- Design Three Guided Reading Lesson Plans (20% of final grade)
- Culminating Practicum (20% of final grade)

Topical Outline

Unit One

- Introduction to Guided Reading
- Elements of Guided Reading
- Benefits of Guided Reading
- **Assignment #1**
Write an autobiography including information about yourself, your grade level and what you specifically hope to learn about guided reading in order to include all students in your classroom. Your autobiography should be a minimum of three paragraphs.
- **Test #1**

Unit Two

- Guided Reading Text Gradients
- Finding Student Reading Levels
- Data-Driven Decision Making
- Using High-Interest Leveled Texts
- **Assignment #2**
As an educator, it is important to be aware of the research, studies, and professional work done in the field. In the course, you will find an article and video that are relevant to the specific course content. Read the article and then write an essay with your thoughts.
- **Test #2**

Unit Three

- The Guided Reading Lesson
- Before, During, and After Reading Activities

- Guided Reading in Action
- **Assignment #3**
Online Discussion Board Participation/Engagement: Please post a tip, strategy, or idea that specifically relates to effectively implementing guided reading and will make a difference to other teachers in their own classrooms. Your assignment should be a minimum of three paragraphs and detailed enough for another teacher to easily follow. This is a great opportunity to share and collaborate with other teachers at your grade level around the country. Take time to review and respond to other postings that are relevant to your classroom population in order to gain effective ideas to use immediately in your classroom.
- **Test #3**

Unit Four

- The Building Blocks of Effective Reading Instruction
- Focus on Comprehension
- **Test #4**

Unit Five

- Guided Reading within the 90-Minute Reading Block
- Organizing the Guided Reading Classroom
- Organizing the Shared Guided Reading Library
- **Test #5**

Unit Six

- Incorporating Writing into the Guided Reading Framework
- Working with English Language Learners During Guided Reading
- Extending Guided Reading
- **Assignment #4**
Design three separate guided reading plans. For each lesson, choose a guided reading book that is appropriate to your grade/skill level and design a guided reading lesson which emphasizes one of the “building block skills,” as discussed in Unit Four. Your guided reading lesson should follow the structure as set forth in “The Guided Reading Lesson” of Unit Three and it needs to contain all of the “parts” of a full guided reading lesson (introduce the text, read the text, discuss the text, teach the focus mini-lesson, incorporate word work, and respond to reading by writing). The mini-lesson focus that you choose needs to be one of the building blocks of effective reading instruction, as described in Unit Four. Each lesson should focus on a different “building block skill” during the mini-lesson portion of the lesson. Each guided reading lesson should be tied to a specific guided reading book and be written with enough detail so that another teacher can easily follow it.
- **Assignment #5**
The culminating practicum is a three-step process. (1) In the first assignment, you were asked what goals you had and what you hoped to learn from the course. Think back to

your original goals for this course. Write a minimum two-paragraph reflection specifically describing how what you learned can be used to help you reach those goal(s). (2) Next, write a minimum three-paragraph plan that specifically describes the ways in which you intend to implement a particular strategy you learned in this course into your own teaching situation. (3) Last, write a minimum two-paragraph reflection describing a student you have or have had in the past. Then, discuss how the strategies you learned in this course will specifically benefit that student as you put your plan into action.

Bibliography

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