

Scholastic Guided Reading Programs Align to Title I, Part A

The purpose of *Title I, Part A – Improving Basic Programs* is to ensure that children in high-poverty schools meet challenging State academic content and student achievement standards. These schools must develop a comprehensive plan to improve teaching and learning. The following chart shows how **Scholastic Guided Reading Programs** can support a schoolwide *Title I* program. The criteria are drawn from the December 2, 2002 *Title I Final Rules and Regulations*, posted at this site:


<http://www.ed.gov/legislation/FedRegister/finrule/2002-4/120202a.html>

The **Scholastic Guided Reading Programs** featured in this alignment guide are:


- **Guided Reading Fiction Focus: Second Edition**
- **Guided Reading Nonfiction Focus**
- **Guided Reading Content Areas**


Key Criteria for Title I, Part A Funding	Scholastic Guided Reading Programs
<p>1. Provide opportunities for all students to meet the State's proficient and advanced levels of student academic achievement, particularly in the areas of math, reading/language arts, and science</p>	<p>Scholastic Guided Reading Programs, for Grades K-6, deliver the materials needed to help students of all abilities become strategic and independent readers who can meet the state's proficient and advanced levels of achievement in reading/language arts. Through small-group instruction and guided-reading techniques, students learn to practice comprehension skills, analyze new vocabulary, evaluate challenging sentence structure, and consider new ideas.</p> <p>Scholastic Guided Reading Fiction Focus: Second Edition and Content Areas were carefully leveled and co-authored by Dr. Gay Su Pinnell and Dr. Irene Fountas, America's leading authorities on guided reading. The Guided Reading Nonfiction Focus Program was developed by Dr. Pinnell. These three programs feature:</p> <ul style="list-style-type: none"> • <u>Books in multiple genres and content areas that are leveled A-Z using the Fountas and Pinnell guided reading leveling system</u> • <u>Instruction that aligns to <i>No Child Left Behind</i>, including rigorous guided practice in comprehension, phonics, phonemic awareness, vocabulary, and fluency</u> • <u>Materials that motivate and engage students to learn and love to read</u> • <u>Teacher's Guide and Teaching Cards for each title that provide easy-to-use lesson plans with research-based strategies, assessment tools, and extension activities</u> • <u>Gradual release model that helps students build resiliency</u>


If you have any questions about **Scholastic Guided Reading Programs** or would like to place an order, please call your sales representative at **800-387-1437** or fax to **877-242-5865**.


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<p>Provide opportunities for all students to meet the State’s proficient and advanced levels of student academic achievement, <i>Continued</i></p>	<p>In the <u>guided reading process</u>, a teacher works with a small group of students who demonstrate similar reading behaviors and can all read similar levels of texts. The text is easy enough for students to read with the teacher’s skillful support. The text offers challenges and opportunities for problem solving, but students can read it with about 90 percent accuracy. Teachers choose selections that help students expand their strategies.</p> <p>In working with students in guided reading, <u>teachers constantly balance the difficulty of the text with support for students reading the text</u>. Teachers introduce the story to the group, support individuals through brief interactions while they read, and guide them to talk together afterwards about the words and ideas in the text. In this way, teachers refine text selection and help individual readers move forward in developing a reading process.</p> <p>Each Scholastic Guided Reading Program classroom library contains all the components needed to successfully implement the program.</p> <ul style="list-style-type: none"> • <u>26 levels, A to Z, with 60 high-interest, paperback books in each level (10 titles, 6 copies each) for small-group, differentiated sessions</u> • <u>Laminated, durable Teaching Cards</u> • <u>Teacher’s Guide</u> with “how-to” guided reading information <p>The Scholastic Guided Reading Programs Teaching Card for each title contains easy-to-implement strategies and aids for maximizing the program’s effectiveness:</p> <ul style="list-style-type: none"> • <u>Book summary</u>, level, word count, genre, topic, author • <u>Background</u> information and website/book list where students can find materials that provide more information on the title-related topic • <u>Text features</u> that point out characteristics <u>that will support</u> students’ independent reading • <u>Text features</u> that give teachers a “heads up” as to <u>what may be a challenge</u> for students to read or understand • <u>Reading skills lessons</u> • <u>Writing exercises</u> that extending meaning • <u>Nonfiction text features</u> (Guided Reading Content Areas) • <u>English-Language Learner (ELL) “lesson bridge”</u> (Guided Reading Content Areas and Guided Reading Fiction Focus: Second Edition) <p style="text-align: right;"><i>(continued)</i></p>


Scholastic Guided Reading Programs Alignment to Title I

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<p>Provide opportunities for all students to meet the State's proficient and advanced levels of student academic achievement, <i>Continued</i></p>	<p>The Teacher's Guide provides a wealth of information for integrating the Scholastic Guided Reading Programs into the curriculum and classroom, including descriptions of:</p> <ul style="list-style-type: none">• <u>How to use</u> the program components• Factors considered in <u>leveling books</u>• <u>Organizing the classroom</u> for guided reading• <u>Running guided reading groups</u>• <u>Assessment tools</u>• <u>Characteristics of text</u> for each reading level from A-Z <p>The Teacher's Guide also contains a <u>variety of resources</u>, such as:</p> <ul style="list-style-type: none">• <u>Reading logs</u>• Reproducible <u>Home/School letter in English and Spanish</u> that explains the guided reading program to families and ways to support their children before, during, and after reading• <u>Skills and Strategies Charts</u>• <u>Guided reading research base</u> <p>A free copy of Dr. Gay Su Pinnell's report on the scientific research that informs Scholastic Guided Reading Programs is available to download from: www.scholastic.com/guidedreading</p> <p>Add-on components to the Scholastic Guided Reading Programs provide more practice and professional development:</p> <ul style="list-style-type: none">• <u>Guided Reading Practice Packs</u>, which are 48-page books that include three reproducible activity pages per book title in the Nonfiction Focus Edition• <u>Guided Reading Implementation DVD</u>, hosted by Dr. Pinnell and expert guided reading instructors, that demonstrates best practices for guided reading instruction
<p>2. Address the needs of all students in the school, particularly the needs of low-achieving students and those at risk of not meeting the State's student academic standards</p>	<p>Scholastic Guided Reading Programs are designed to benefit all students, including low-achieving students and those at risk of not meeting the State's student academic standards. The programs contain:</p> <ul style="list-style-type: none">• <u>High-interest, leveled titles</u> in a wide variety of topics and genres that engage students with all interest levels and reading abilities• <u>Flexible grouping</u>, which allows teachers to <u>differentiate instruction by skill and by reading level</u>, with students moving from small-group to small-group based on their assessed needs.


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<p>Address the needs of all students in the school, <i>Continued</i></p>	<ul style="list-style-type: none"> • <u>Standards-based, research-based instruction</u> that studies have shown to be effective in raising students' reading achievement • <u>Small-group lessons that provide scaffolding</u> through a sequence of monitoring, modeling, and mentoring to guide students to become independent readers • Section in the Teacher's Guide on how to use the program with students with disabilities, based on the <u>Response to Intervention (RtI)</u> approach of the Individuals with Disabilities Education Act (IDEA) (<i>Guided Reading Fiction Focus: Second Edition</i>) • <u>Extra lesson support for ELLs</u> (<i>Guided Reading Fiction Focus: Second Edition</i> and <i>Guided Reading Content Areas</i>) • <u>Student aids, such as reproducible bookmarks</u> in English and Spanish with "Quick Clues" that remind students of some of the key features of nonfiction text (<i>Guided Reading Fiction Focus: Second Edition</i> and <i>Guided Reading Content Areas</i>) <p><u>Continual informal assessment, as well as formal assessment</u>, allows teachers to differentiate instruction whenever it is needed. The <i>Scholastic Guided Reading Programs</i> provide these tools:</p> <ul style="list-style-type: none"> • Extensive <u>list of Behaviors to Notice and Support</u> for each level of each program • <u>Benchmark Books</u> for each level • <u>Oral Reading Fluency Test</u> and fluency norms (<i>Guided Reading Fiction Focus</i> and <i>Nonfiction Focus</i>) • <u>Running Records</u> for every level (<i>Guided Reading Fiction Focus: Second Edition</i> and <i>Guided Reading Content Areas</i>) • <u>Story Retelling</u> • <u>Observation strategies</u> <p>Because the children in a particular grade level do not all read at the same level, <i>Scholastic</i> recommends providing a range of levels for each grade:</p> <table border="1" data-bbox="717 1629 1430 1885"> <thead> <tr> <th>Grade Level</th> <th>Guided Reading Levels</th> </tr> </thead> <tbody> <tr> <td>K</td> <td>A-D</td> </tr> <tr> <td>1</td> <td>A-I</td> </tr> <tr> <td>2</td> <td>E-N</td> </tr> <tr> <td>3</td> <td>J-Q</td> </tr> <tr> <td>4</td> <td>M-T</td> </tr> <tr> <td>5</td> <td>Q-W</td> </tr> <tr> <td>6</td> <td>T-Z</td> </tr> </tbody> </table>	Grade Level	Guided Reading Levels	K	A-D	1	A-I	2	E-N	3	J-Q	4	M-T	5	Q-W	6	T-Z
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<p>3. Close the achievement gap between high- and low-performing children, especially the achievement gaps between minority and nonminority students, and between disadvantaged children and their more advantaged peers.</p>	<p>By <u>providing targeted skills instruction, scaffolding reading, and guiding students to become independent readers</u>, Scholastic Guided Reading Programs can help close the reading achievement gap between high-performing children and low-performing, minority, and disadvantaged children.</p> <p>Scholastic Guided Reading Programs <u>motivate children with appealing books at just the right reading level and interest levels</u>. Colorful photographs and illustrations connect to the text to aid comprehension. The books include <u>multicultural themes and characters</u> of different ethnic groups to be all inclusive.</p> <p>The guided reading process provides students with <u>personalized support</u> and students can see their progress recorded on the reading logs. <u>Throughout the year, teachers use multiple assessment techniques and tools</u> to assess students' progress so that instruction can be differentiated whenever it is needed. In addition, the <u>programs are flexible</u>; low-achieving students can be placed in smaller groups, meet more frequently, and spend more time per session.</p> <p>Research has shown that disadvantaged students often do not have any books in their homes. Scholastic Guided Reading Programs provide a <u>print-rich environment</u> that helps to compensate for this disadvantage.</p>
<p>4. Use effective methods and instructional practices that are based on scientifically based research and that:</p> <ul style="list-style-type: none"> ▪ Strengthen the core academic program ▪ Provide an enriched and accelerated curriculum ▪ Increase the amount and quality of learning time, such as providing an extended school year, before- and after-school programs, and summer programs and opportunities 	<p>Scholastic Guided Reading Programs are based on research findings from:</p> <ul style="list-style-type: none"> • National Institute of Child Health and Human Development. 2001. <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>. Washington, DC: National Institutes of Health. • National Institute of Child Health and Human Development. 2001. <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: Report of the Subgroups</i>. Washington, DC: National Institutes of Health. • Armbruster, B.B/. Lehr, F., & Osborn, J. 2001. <i>Put Reading First: The Research Building Blocks for Teaching Children to Read, Kindergarten through Grade 3</i>. Washington, DC: U.S, Department of Education. <p style="text-align: right;">(continued)</p>


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<p>Use effective methods and instructional practices that are based on scientifically based research, <i>Continued</i></p>	<p>Strengthen the core academic program</p> <p><i>Scholastic Guided Reading Programs</i> are <u>reading/ language arts supplemental programs</u> that provide students with explicit instruction of research-based, essential reading skills and strategies, as well as opportunities to practice these while they read leveled books in a variety of genres and content areas.</p> <p><u>Phonemic Awareness</u></p> <ul style="list-style-type: none">• Teachers offer explicit instruction in matching same sounds, blending, and attending to rhyme in text.• Children use their beginning connections between letters and sounds to check on their reading. They notice mismatches.• Students use letter-sound information to know how words begin. <p><u>Phonics</u></p> <ul style="list-style-type: none">• Teachers select texts that, along with high-frequency words that are available to students, offer opportunities to use phonics skills.• Children apply word-solving strategies to reading continuous texts.• Teachers explicitly teach phonics principles through word work after the text is read. Word work sessions are connected to a phonics continuum. <p><u>Fluency</u></p> <ul style="list-style-type: none">• Teachers select texts that are within students' control so that they know most of the words and can read fluently (with teaching).• The teacher introduces the text to support comprehension and connections to language.• Teachers draw students' attention to elements of words that will help them recognize or solve them rapidly. <p><u>Vocabulary</u></p> <ul style="list-style-type: none">• Teachers select texts so that students know most of the words, but there are a few new words to provide opportunities for learning.• The teacher introduces the text, with specific attention to concepts and words.• After reading, students and teacher discuss the meaning of the text with further discussion of word meanings, if needed.• Children may extend the meaning of the text through writing, which often includes attention to vocabulary.• Students attend to word parts and meanings, such as affixes, word structure, etc., while they do word work• Students learn specialized content-area vocabulary in context and from glossaries

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<p>Use effective methods and instructional practices that are based on scientifically based research, <i>Continued</i></p>	<p><u>Comprehension</u></p> <ul style="list-style-type: none">• Teachers select texts that readers can process successfully with supportive teaching.• The teacher demonstrates effective strategies for comprehending text, such as activating prior knowledge, understanding story structure, using graphic organizers, and reading for information• Children are taught predicting, comparing and contrasting, and relating text to personal experiences.• Students analyze stories by evaluating the author's purpose, understanding theme and story development, summarizing texts, and reading for information. <p><u>Writing</u></p> <ul style="list-style-type: none">• Students write grade-appropriate compositions that provide practice in expository, descriptive, and other types of writing.• Writing exercises extend meaning and reinforce comprehension. <p><u>Literary Elements</u></p> <ul style="list-style-type: none">• Students read a variety of genres, such as nonfiction, realistic fiction, fantasy, biography, graphic novel, and poetry• Students participate in Literature Discussion Groups (Guided Reading Fiction Focus: Second Edition) <p><u>Cross-Curricular Topics</u> Scholastic Guided Reading Programs provides books in a wide variety of topics that support the academic program, such as:</p> <ul style="list-style-type: none">• Math• Science• Social Studies• History• The Arts <p>Provide an enriched and accelerated curriculum</p> <p>Research-based Scholastic Guided Reading Programs can effectively fill the gaps in a reading/language arts curriculum, as well as enrich and accelerate it, by providing:</p> <ul style="list-style-type: none">• <u>A wide variety of high-interest paperback books</u> in a wide variety of topics and genres that support the entire curriculum• <u>Explicit instruction</u> that provides students with the tools and support they need to comprehend text <p style="text-align: right;"><i>(continued)</i></p>

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<p>Use effective methods and instructional practices that are based on scientifically based research, <i>Continued</i></p>	<ul style="list-style-type: none"> • Research-based <u>guided reading strategies with a gradual release model</u> that moves students toward becoming successful, independent readers • All the <u>components teachers need to successfully implement the program</u>: lessons, paperback books, program guide, and assessment tools <p>Increase the amount and quality of learning time, such as providing an extended school year, before- and after-school programs, and summer program opportunities</p> <p>Scholastic Guided Reading Programs can be flexibly implemented as a complement to the core reading/language arts program, as a stand-alone supplemental curriculum, for tutoring, or for after-school enrichment. The program can be used in small groups and for independent re-reading.</p> <p>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.</p>
<p>5. Provide high-quality and ongoing professional development that aligns with the State's academic standards</p>	<p>Scholastic Guided Reading Programs provide teachers with support to help them effectively implement the program to raise student achievement. This includes:</p> <ul style="list-style-type: none"> • <u>88-page Teacher's Guide for each Program</u> with guidance on how to: <ul style="list-style-type: none"> ○ Implement a guided reading session ○ Optimally use the Scholastic Guided Reading Programs strategies to build skills ○ Create a motivating classroom reading environment ○ Use assessment to differentiate instruction • <u>Teaching Card for each title with:</u> <ul style="list-style-type: none"> ○ Easy-to-follow, standards-aligned lesson plans with explicit reading instruction and comprehension support for small-group sessions ○ Extension activities and resource list • <u>Optional Implementation DVD</u> with demonstrations of guided reading best teaching practices by Dr. Pinnell and other guided reading experts
<p>6. Involve parents in the planning, review, and improvement of the schoolwide program plan</p>	<p>Children bring home the program's level-appropriate, enjoyable books to share with their families. A letter, available in English and Spanish, describes the Scholastic Guided Reading Program and ways for family members to help their child to become successful, independent readers. Parents learn strategies to use before, during, and after children read the stories and selections.</p>

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7. If appropriate, coordinate with other funding programs	<p>Scholastic Guided Reading Programs can be effectively integrated with school activities that are being funded by other federal, state, or local sources. The federal programs for which these Scholastic products qualify include, but are not limited to:</p> <ul style="list-style-type: none">• Title I – Supplemental Educational Services• Title III – English Language Acquisition• Title V, Part A – Innovative Programs• 21st Century Community Learning Centers• Individuals with Disabilities Act (IDEA), including Response to Intervention (RtI)

Visit www.scholastic.com/guidedreading for more product information, or call your Scholastic sales representative.