

**READING STREET SMALL GROUP READING INSTRUCTION VS. GUIDED READING:**  
*Similarities and Differences*

Reading Street Small Group Reading Instruction	Guided Reading
<p><b>What is it?</b></p> <ul style="list-style-type: none"> <li>Reading Street has daily instructional routines for both Strategic Intervention groups, On-Level and Advanced groups.</li> </ul> <p><b>What does it look like?</b></p> <ul style="list-style-type: none"> <li><b>Diagnose and Differentiate</b> – To make initial grouping decisions, use the Baseline Group Test. Students will be placed by: below-level, on-level, or advanced level for group time work.</li> <li><b>Structure of Small Group Instruction</b> – Uses leveled readers following instructional plan from the Teacher Guide.</li> <li><b>Monitor Progress</b> – Guiding comprehension questions during reading, weekly assessments, practice book pages, Weekly Selection Tests or Fresh Reads.</li> <li><b>Assess and Regroup</b> – Record results of weekly assessments and end of unit Benchmark Test to track student progress. These assessments will inform regrouping decisions.</li> <li><b>Summative Assessment</b> – Benchmark Assessment used to measure a student’s mastery of each unit’s skills to inform teaching.</li> </ul> <p>Other opportunities to work with students in small group instruction may include: <i>skill support</i> and <i>fluency practice</i>.</p> <p>NOTE: The leveled readers can be used within a one or two day reading block. The rest of the week during reading workshop can be used for guided reading lessons using texts from the book room and/or supplemental materials from <i>Reading Street</i>, e.g. selections from <i>My Sidewalks</i> to support a group of readers.</p> <p>Small Group Reading Instruction is <i>not</i> –</p> <ul style="list-style-type: none"> <li>Round Robin reading</li> <li>Readers in a fixed group for the year</li> <li>Just skill work</li> </ul>	<p><b>What is it?</b></p> <ul style="list-style-type: none"> <li>Small group instruction that builds each student’s ability to process increasingly challenging texts with fluency and understanding.</li> </ul> <p><b>What does it look like?</b></p> <ul style="list-style-type: none"> <li><b>Diagnose and Differentiate</b> – To make initial grouping decisions, use a combination of informal (observational notes, conference notes, audiotapes, written products) and formal assessments (interviews, Running Records, Records of reading behavior, Benchmark assessments, writing to a prompt, standardized tests).</li> <li><b>Structure of a Guided Reading Lesson</b> – Select a text, introduce the text, read the text (individually), discuss and revisit the text, teach for processing strategies, work with words, extend the understanding of the text. Each text is scaffolded based on the needs of the group.</li> <li><b>Monitor Progress</b> - Guiding comprehension questions during reading, fluency rubric, Running Records, observational notes, or DRA.</li> <li><b>Assess and Regroup</b> – Record results of reading behavior to track student progress. These formal and informal reading assessments will inform regrouping decisions to keep groups flexible &amp; dynamic.</li> <li><b>Summative Assessment</b> – Common Assessments can be used to measure student knowledge as a reader.</li> </ul> <p>Other opportunities to work with students in small group instruction may include: <i>literature discussion groups</i> and <i>phonics/word work groups</i>.</p> <p>Guided Reading is <i>not</i> –</p> <ul style="list-style-type: none"> <li>Round Robin reading</li> <li>Readers in a fixed group for the year</li> <li>Using the core story from <i>Reading Street</i></li> <li>An unplanned lesson</li> </ul>