



The TEACHER CENTER of Broome County
Teacher Study Group Grant Award
Summer 2004

FINAL REPORT
DOCUMENT PROCESSES AND OUTCOMES

STUDY GROUP TOPIC: Guided Reading

List of group members: Angela Driscoll, Brandi Bruce, Suzy Kitchen, Pam Engler, Michelle Sexton, Jean Wiggins

The final report must be word-processed and submitted both in print and on disk using this form. Include information under each of the following headings.

Describe the initial goal of the group noting any adjustments that had to be made as time passed.

Our group's purpose was two-fold. Having recently completed a Guided Reading Training workshop as a team, we wanted to review and organize Guided Reading resources recently purchased by our school, MacArthur Elementary using *Guided Readers and Writers, Grades 3-6* by Fountas and Pinnell (Heinemann, 2001) as a guide. We also wanted to develop Guided Reading materials and resources to support our 4th grade literacy program and the Binghamton City School District curriculum maps.

Describe the ACTION PLAN that the group followed.

See attached "Summer Study Group Schedule."

Describe how the action plan was implemented.

- Reviewed materials provided in Scholastic Guided Reading Boxes.
- Organized diagnostic materials to determine individual needs of students to plan for guided reading groups.
- Read and discussed chapters 11, 12, 13, 14, 19 and 20 in *Guided Readers and Writers, Grades 3-6* by Fountas and Pinnell (Heinemann, 2001)

Evaluation of the impact of the study group effort on teacher/student performance.

- How has this study group changed you as a teacher? Do you anticipate that any of your teaching practices will have changed?

Yes, we anticipate a dynamic start to the school year with implementation of Guided Reading in our ELA program on a daily basis across the grade level.

- What evidence do you expect to see of student achievement is improving as a result of your participating in this study group?

By monitoring students in the guided reading groups, we expect to see improved reading comprehension, improved fluency, more of a personal connection with the text, and the ability to go beyond the text.

- What evidence is there that the goals of the study group has/has not been met?

As can be seen with our Pre-Assessment and Post-Assessment, because of this study group we have:

- A better understanding of Guided Reading.
- A plan to implement the program.
- A collection of additional resources for diagnostic and support purposes.

Comment on the value of the study group process? Did it work for you?

It was a wonderful opportunity to spend time with colleagues to discuss guided reading and share reading practices.

How can we make this study group program better?

It would be great to connect with colleagues from other schools to see how they use Guided Reading. Also, it would have been beneficial for us to have children to try the process on during the summer.