

Guided Reading

Think about it...

- ◆ How many minutes a day do students actually spend reading in your classroom?
- ◆ Consider: Round-Robin Reading only allows students to read a few seconds every so many minutes!

What is Guided Reading?

- ♦ Guided reading is teacher-supported reading of text that are on the children's instructional level.
- ♦ It is done in small groups of children (4-6) who share common instructional needs and reading abilities.
- ♦ The teacher acts as a guide. The students are primarily responsible for the reading.
- ♦ Teacher scaffolds text so **all** students read by themselves, for themselves (no round robin reading).
- ♦ Grouping is flexible and reassessed constantly.

So how does this work?

- ♦ Teacher utilizes data and assessments to group students and to guide instruction. These students are at a similar stage of reading and language development.
- ♦ Teacher pre-selects a book that is appropriate for the purpose of the guided reading and instructional level of the students. This means that the text
 - ♦ is within range of the DRA level
 - ♦ considers the difficulty of the skill or strategy to be mastered
 - ♦ can be read with at least 90-95% accuracy
 - ♦ can be comprehended with at least 75% accuracy

So how does this work?

- ♦ Teacher sets focus/purpose for the guided reading group.
- ♦ Teacher previews the text with the students and considers background knowledge, genre, and text features the student needs to understand in order to read the book.
- ♦ Teacher may include word work in the lesson during the reading of text.
- ♦ Teacher allows students to make predictions about the text

So how does this work?

- ♦ Teacher allows students to read the text quietly to themselves or with a partner for a purpose.
- ♦ Teacher monitors, documents, and provides feedback to students as they read aloud quietly to him/her.
- ♦ Teacher talks about the text with the students after they read.
- ♦ Teacher utilizes questioning techniques to monitor students' comprehension.

In other words...

- ◆ Before reading:
 - ◆ Preview the text
 - ◆ Activate Prior Knowledge
 - ◆ Set a purpose to read
 - ◆ Make Predictions

In other words...

- ◆ During Reading:
 - ◆ Have students read to you. Check for fluency. Make suggestions.
 - ◆ Check for understanding through questions, rereading, or note-taking.
 - ◆ Make personal connections.
 - ◆ Ask them to make visualizations.
 - ◆ Ask about their predictions.

In other words...

- ◆ After Reading:
 - ◆ Reflect on what was read through writing or discussion.
 - ◆ Summarize what happened.
 - ◆ Interpret and evaluate events or information.
 - ◆ Review the main skill/strategy focus.

But what do the other kids in the class do while I am with a group?

- ♦ Reading independently or Buddy reading
- ♦ Fluency Activities
- ♦ Study Island on laptops based on currently taught skills
- ♦ Listening center
- ♦ Activities based on a shared text for literature study
- ♦ Artistic response activities
- ♦ Reflective journaling
- ♦ Literacy center activities
- ♦ Complete work or activities based from previously taught mini-lessons
- ♦ Word Study activities based on text or mini-lessons

Mini-lessons

- ◆ Defined as short lessons focused on specific principles or procedures with:
 - ◆ clear and powerful examples
 - ◆ student participation
 - ◆ the ability to be reinforced through individual, small-group, or whole-class work
- ◆ These lessons may only be 5 to 15 minutes long
- ◆ They can be done in small groups or whole class

Making it fit

- ◆ Be flexible
- ◆ Think outside the box
- ◆ Utilize mini-lessons to full value
- ◆ Utilize station-based learning
- ◆ Understand that not all students will finish at the same time

Lesson Planning and Scheduling

- ◆ Examples of Plans:
 - ◆ Third Grade
 - ◆ Fourth Grade
- ◆ Scheduling
 - ◆ 90 minute minimum

Questions?